

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 2

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas.

Practice: Explore

Performance Expectations:

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem

Enduring Understandings

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression

Essential Questions

- Where do choreographers get ideas for dances?

Learners will know...

- The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance.
- The elements of dance are time, space, and energy. Improvisational structures facilitate movement invention. Musical or non-musical accompaniment is a choice. Dance

Learners will be able to....

- Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
- Create and perform planned and improvised movement sequences using the elements of dance, with and without musical

can communicate meaning around a variety of themes.	accompaniment, to communicate meaning around a variety of themes.
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Anchor Standard 2: Organizing and developing ideas.

Practice: Plan

Performance Expectations:

- 1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
- 1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally

Enduring Understandings	Essential Questions
The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	<ul style="list-style-type: none"> ● What influences choice-making in creating choreography
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Original choreography and improvisation of movement sequences begins with basic understanding of the elements of dance. 	<ul style="list-style-type: none"> ● Identify the elements of dance in planned and improvised dance sequences.

Anchor Standard 3: Refining and completing products

Practice: Revise

Performance Expectations:

- 1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
- 1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc

Enduring Understandings	Essential Questions
Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	<ul style="list-style-type: none"> ● How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?

Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Original movement is generated through improvisational skills and techniques. ● Choreography can be refined ● The dance experience can be documented 	<ul style="list-style-type: none"> ● Use improvisation to discover new movement to fulfill the intent of the choreography. ● Choreography can be refined to make changes ● Document a dance experience

Suggested Learning Plan

5 minute stretches, warm-up/get changed
5-8 minutes of class discussion, go over what we will accomplish for the day
5 minute mini lesson on activity/skill
20 minutes for main activity for the day
5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-
Including but not limited to-

- Exit Slips
- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-

Including but not limited to-

- Project specific rubrics

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Replicate (learn a dance phrase)
- Create a solo

- Peer coach or give constructive feedback using a protocol
- Create a collaborative group dance (duet in elementary)
- Perform

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Books-</p> <p>Picture Books-</p> <p><i>Hip Hop Lollipop</i> by Susan Montanari</p> <p><i>This Is It</i> by Daria Peoples-Riley</p> <p>Burk “Station Games” Book</p> <p>Giles-Brown “Physical Education Assessment Toolkit” Book</p> <p>NASPE “Physical Best Activity Guide” Book</p> <p>Dieden “Games to Keep Kids Moving!” Book</p> <p>Bennett/Riemer “Rhythmic Activities and Dance” Book</p> <p>Online Resources-</p> <p>Including but not limited to-</p> <p>PE Central</p> <p>Seesaw</p> <p>Youtube</p>

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Dance Curriculum.

Sample Picture Books-

Including but not limited to-

- *Tallchief: America’s Prima Ballerina* by Maria Tallchief and Rosemary Wells
- *Dancing in the Wings* by Debbie Allen
- *A Dance Like Starlight: One Ballerina’s Dream* by Kristy Dempsey

Professional Dancers- A Range of Diverse Professional Dancers are included throughout the learning including by not limited to the work of-

- Misty Copeland

**Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts**

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<ul style="list-style-type: none"> ● Self Awareness-Recognize one's feelings and thoughts 	<p>EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</p>
<ul style="list-style-type: none"> ● Self Management -Recognize the skills needed to establish and achieve personal and educational goals 	<p>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?</p>
<ul style="list-style-type: none"> ● Social Awareness-Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 	<p>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 the differences among individuals, groups and others' cultural background influence the creative process?</p>
<ul style="list-style-type: none"> ● Responsible Decision Making- Develop, implement and model effective problem solving and critical thinking skills 	<p>EU: Artists rely upon problem solving, critical thinking, and personal perspective when making creative choices. EQ: In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning	
Core Ideas:	Performance Expectations:
Income is received from work in different ways including regular payments, tips, commissions, and benefits	9.1.2.CAP.2: Explain why employers are willing to pay individuals to work
9.4 Life Literacies and Key Skills Creativity and Innovation	
Core Ideas:	Performance Expectations:
Brainstorming can create new, innovative ideas	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
Information and Media Literacy	
Core Ideas:	Performance Expectations:
Digital tools and media resources provide access to vast stores of information that can be searched	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
Technology Literacy	
Core Idea	Performance Expectation
Different digital tools have different purposes	9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation
Impacts of Computing Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools)	8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
Interdisciplinary Connections/Cross Curricular Opportunities	

Kindergarten

English Language Arts	Progress Indicators Reading Literature Text RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how)
Mathematics	Counting and Cardinality K.CC A. Know number names and the count sequence. 1. Count to 100 by ones and by tens
Science	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object

1st grade

English Language Arts	Progress Indicators for Reading Literature Text RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Mathematics	Operations and Algebraic Thinking 1.OA A. Represent and solve problems involving addition and subtraction. 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Social Studies	History, Culture, and Perspectives: Continuity and Change

	<p>Historical timelines put events in chronological order to help people understand the past</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history</p>
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2nd grade

English Language Arts	<p>Progress Indicators Reading Literature Texts</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral</p>
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Mathematics	<p>Operations and Algebraic Thinking 2.OA B. Add and subtract within 20.</p> <p>2. Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
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Social Studies	<p>History, Culture, and Perspectives: Understanding Perspectives</p> <p>Core Idea- Two or more individuals can have a different understanding of the same event.</p> <p>6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p>
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Science	<p>2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p>
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Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations 	<p>ELL</p> <ul style="list-style-type: none"> ● This particular content has limited language barriers due to the physical nature of the curriculum.
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- Ask students to restate information, directions, and assignments
- Model skills / techniques to be mastered
- Extended time to complete class work
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignment

G&T Enrichment

- Challenged with complex, high level challenges related to the complexity of the Dance requirements.
- Allow more opportunities to demonstrate creativity and the design of original choreography.

- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance- Chromebooks and Ipads
- Highlight key vocabulary

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504
- Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
- Additional safety precautions will be made along with additional staff so all student can full participate in the standards associated with this Dance curriculum.
- Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vTmf4-xzByTvY8P80LtLquNA6Cm_KNHhSG5yLeSNtXRcESa-ulJn9i3tPbcHuBHWglYGI5s_CawuHRd/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 2

Artistic Process-Performing

Desired Outcomes

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Practice: Express

Performance Expectations:

- 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
- 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
- 1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

Enduring Understandings

- Space, time and energy are basic elements of dance.

Essential Questions

- How do dancers work with space, time and energy to communicate artistic expression?

Learners will know...

Learners will be able to....

<ul style="list-style-type: none"> ● There are elements of dance. ● The integrity of choreographed sequences is maintained by personal and group spatial relationships. 	<ul style="list-style-type: none"> ● Explain and use the elements of dance including, space, time and energy. ● Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
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Anchor Standard 5: Developing and refining techniques and models or steps needed to create products

Practice: Embody, Execute

Performance Expectations:

- 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
- 1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
- 1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.
- 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.
- 1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

Enduring Understandings	Essential Questions
The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.	<ul style="list-style-type: none"> ● How is the body used as an instrument for technical and artistic expression?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Locomotor and non-locomotor movements may contribute equally to the thematic content of solo and ensemble dances 	<ul style="list-style-type: none"> ● Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various

	levels in space.
<p>Anchor Standard 6: Conveying meaning through art.</p> <p>Practice: Present</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill. ● 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements. ● 1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers. ● 1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work. 	
Enduring Understandings	Essential Questions
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	<ul style="list-style-type: none"> ● What must a dancer do to prepare the mind and body for artistic expression? ● How does a dancer heighten artistry in a public performance?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Visualization, motor imagery and breath can enhance body movements ● Use sequence ● The audience and the performer space ● Dance performances can use production elements 	<ul style="list-style-type: none"> ● Use visualizations, motor imagery and breath in movements ● Recall sequence ● Dance with others in a performance space ● Production elements included hand props, scenery, media projections that can be used in dance.
Suggested Learning Plan	
<ul style="list-style-type: none"> ● 5 minute stretches, warm-up/get changed ● 5-8 minutes of class discussion, go over what we will accomplish for the day ● 5 minute mini lesson on activity/skill ● 20 minutes for main activity for the day ● 5 minutes for closure and small exit slip or assessment 	

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Instructional/Learning Resources

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	<p>NASPE “Physical Best Activity Guide” Book Dieden “Games to Keep Kids Moving!” Book Bennett/Riemer “Rhythmic Activities and Dance” Book</p> <p>Online Resources-</p> <p>Including but not limited to-</p> <p>PE Central Seesaw Youtube</p>
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Equity, Inclusion, and Diversity Resources

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**Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts**

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s personal traits, strengths and limitations 	<p>EU: An artists' thoughts, feelings, strengths, and limitations affect the selection, interpretation and performance/ presentation/production of artistic works. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?</p>

<p>Self-Management</p> <ul style="list-style-type: none"> ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	<p>EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning. EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?</p>
<p>Social Awareness</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of the need for mutual respect when viewpoints differ 	<p>EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/perform/ produce artistic works?</p>
<p>Relationship Skills</p> <ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others 	<p>EU:The performance / presentation /production of an artistic work is enhanced by seeking help from others. EQ: How can an artist's relationship with others impact the performance / presentation/production of artistic works?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Income is received from work in different ways including regular payments, tips, commissions, and benefits	9.1.2.CAP.2: Explain why employers are willing to pay individuals to work

9.4 Life Literacies and Key Skills
Creativity and Innovation

Core Ideas:	Performance Expectations:
Brainstorming can create new, innovative ideas	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Information and Media Literacy	
Core Ideas:	Performance Expectations:
Digital tools and media resources provide access to vast stores of information that can be searched	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
Technology Literacy	
Core Idea	Performance Expectation
Different digital tools have different purposes	9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
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Core Idea	Performance Expectation
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Interdisciplinary Connections/Cross Curricular Opportunities	
Kindergarten	
English Language Arts	Progress Indicators Reading Literature Text RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how)
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Science	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object
1st grade	
English Language Arts	<p>Progress Indicators for Reading Literature Text</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>
Mathematics	<p>Operations and Algebraic Thinking 1.OA</p> <p>A. Represent and solve problems involving addition and subtraction.</p> <p>1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>
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2nd grade	
English Language Arts	<p>Progress Indicators Reading Literature Texts</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral</p>
Mathematics	Operations and Algebraic Thinking 2.OA

	B. Add and subtract within 20. 2. Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.
Social Studies	History, Culture, and Perspectives: Understanding Perspectives Core Idea- Two or more individuals can have a different understanding of the same event. 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
Science	2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Model skills / techniques to be mastered ● Extended time to complete class work ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignment <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Challenged with complex, high level challenges related to the complexity of the Dance requirements. ● Allow more opportunities to demonstrate creativity and the design of original choreography. 	<p>ELL</p> <ul style="list-style-type: none"> ● This particular content has limited language barriers due to the physical nature of the curriculum. ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Highlight key vocabulary <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504
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- Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
- Additional safety precautions will be made along with additional staff so all student can full participate in the standards associated with this Dance curriculum.
- Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Pacing Guide

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Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance standards by the End of Grade 2

Artistic Process-RESPONDING

Desired Outcomes

Anchor Standard 7: Perceiving and analyzing products.

Practice:Analyze

Performance Expectations:

- 1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.
- 1.1.2.Re7b: Observe and describe performed dance movements from a specific genre

or culture.	
Enduring Understandings	Essential Questions
Dance is perceived and analyzed to comprehend its meaning.	<ul style="list-style-type: none"> ● How is a dance understood?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● There are different genres of dance as well as cultural influences 	<ul style="list-style-type: none"> ● Explain how dance is understood
<p>Anchor Standard 8: Interpreting intent and meaning.</p> <p>Practice: Interpret</p> <p>Performance Expectations: 1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.</p>	
Enduring Understandings	Essential Questions
Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.	<ul style="list-style-type: none"> ● How is dance interpreted?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● There are distinct differences between pedestrian movements and formal training in dance. 	<ul style="list-style-type: none"> ● Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
<p>Anchor Standard 9: Applying criteria to evaluate products.</p> <p>Practice: Critique</p> <p>Performance Expectations: 1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.</p>	
Enduring Understandings	Essential Questions

● Criteria for evaluating dance vary across genres, styles and cultures.	● What criteria are used to evaluate dance?
Learners will know...	Learners will be able to....
● Dances can be critiqued and evaluated.	● Use dance terminology to evaluate a dance.

Suggested Learning Plan

- 5 minute stretches, warm-up/get changed
- 5-8 minutes of class discussion, go over what we will accomplish for the day
- 5 minute mini lesson on activity/skill
- 20 minutes for main activity for the day
- 5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-
Including but not limited to-

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- Project specific rubrics

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none">● 2020 New Jersey Student Learning Standards- Visual and Performing Arts● Think and Do Workbook for Arts Integration, NJPSA	<p>Books- Picture Books-</p> <p><i>Hip Hop Lollipop</i> by Susan Montanari</p> <p><i>This Is It</i> by Daria Peoples-Riley</p> <p>Burk “Station Games” Book</p> <p>Giles-Brown “Physical Education Assessment Toolkit” Book</p> <p>NASPE “Physical Best Activity Guide” Book</p> <p>Dieden “Games to Keep Kids Moving!” Book</p> <p>Bennett/Riemer “Rhythmic Activities and Dance” Book</p> <p>Online Resources-</p> <p>Including but not limited to-</p> <p>PE Central</p> <p>Seesaw</p> <p>Youtube</p>

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Dance Curriculum.

Sample Picture Books-

Including but not limited to-

- *Tallchief: America's Prima Ballerina* by Maria Tallchief and Rosemary Wells
- *Dancing in the Wings* by Debbie Allen
- *A Dance Like Starlight: One Ballerina's Dream* by Kristy Dempsey

Professional Dancers- A Range of Diverse Professional Dancers are included throughout the learning including by not limited to the work of-

- Misty Copeland

Social and Emotional Learning

Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts 	<p>EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EQ: How does the awareness of one’s thoughts and feelings influence how a viewer responds to artistic works?</p>
<p>Self-Management</p> <ul style="list-style-type: none"> ● Recognize the skills needed to establish and achieve personal and educational goals 	<p>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 does a practice of responding to artistic works hone skills that are also needed to achieve one's goals?</p>
<p>Social Awareness</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds 	<p>EU: Through interpretation and evaluation of artistic works, the thoughts, feelings, perspectives, and cultural differences among individuals and groups are recognized and acknowledged. 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?</p>
<p>Responsible Decision-Making</p> <ul style="list-style-type: none"> ● Develop, implement and model effective problem solving and critical thinking skills 	<p>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?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Income is received from work in different ways including regular payments, tips, commissions, and benefits	9.1.2.CAP.2: Explain why employers are willing to pay individuals to work
9.4 Life Literacies and Key Skills Creativity and Innovation	
Core Ideas:	Performance Expectations:
Brainstorming can create new, innovative ideas	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
Information and Media Literacy	
Core Ideas:	Performance Expectations:
Digital tools and media resources provide access to vast stores of information that can be searched	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
Technology Literacy	
Core Idea	Performance Expectation
Different digital tools have different purposes	9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation
Impacts of Computing Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools)	8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
Interdisciplinary Connections/Cross Curricular Opportunities	

Kindergarten

English Language Arts	Progress Indicators Reading Literature Text RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how)
Mathematics	Counting and Cardinality K.CC A. Know number names and the count sequence. 1. Count to 100 by ones and by tens
Science	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object

1st grade

English Language Arts	Progress Indicators for Reading Literature Text RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Mathematics	Operations and Algebraic Thinking 1.OA A. Represent and solve problems involving addition and subtraction. 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Social Studies	History, Culture, and Perspectives: Continuity and Change Historical timelines put events in

	<p>chronological order to help people understand the past</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history</p>
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2nd grade

English Language Arts	<p>Progress Indicators Reading Literature Texts</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral</p>
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Mathematics	<p>Operations and Algebraic Thinking 2.OA</p> <p>B. Add and subtract within 20.</p> <p>2. Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
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Social Studies	<p>History, Culture, and Perspectives: Understanding Perspectives</p> <p>Core Idea- Two or more individuals can have a different understanding of the same event.</p> <p>6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p>
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Science	<p>2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p>
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Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments 	<p>ELL</p> <ul style="list-style-type: none"> ● This particular content has limited language barriers due to the physical nature of the curriculum. ● Visuals are used ● Pre-teach vocabulary
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- Model skills / techniques to be mastered
- Extended time to complete class work
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignment

G&T Enrichment

- Challenged with complex, high level challenges related to the complexity of the Dance requirements.
- Allow more opportunities to demonstrate creativity and the design of original choreography.

- Activate prior knowledge
- Modeling
- Technology assistance- Chromebooks and I pads
- Highlight key vocabulary

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504
- Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
- Additional safety precautions will be made along with additional staff so all student can full participate in the standards associated with this Dance curriculum.
- Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vTmf4-xzByTvY8P80LtLquNA6Cm_KNHhSG5yLeSNtXRcESa-ulJn9i3tPbcHuBHWglYGI5s_CawuHRd/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 2

Artistic Process- Connecting

Desired Outcomes

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products

Practice: Synthesize

Performance Expectations:

- 1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.
- 1.1.2.Cn10b: Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance

Enduring Understandings

- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.

Essential Questions

- How does dance deepen our understanding of ourselves, other knowledge and events around us?

Learners will know...

- The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.

Learners will be able to....

- Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:

1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

Enduring Understandings

- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts

Essential Questions

- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

Learners will know...

- Dance literacy skills such as societal, cultural, historical and community.

Learners will be able to....

- Describe the societal, cultural, historical and community contexts of dance literacy.

Suggested Learning Plan

- 5 minute stretches, warm-up/get changed
- 5-8 minutes of class discussion, go over what we will accomplish for the day
- 5 minute mini lesson on activity/skill
- 20 minutes for main activity for the day
- 5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-
Including but not limited to-

- Exit Slips
- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-

Including but not limited to-

- Project specific rubrics

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts 	<p>Books- Picture Books-</p> <p><i>Hip Hop Lollipop</i> by Susan Montanari</p>

<p>Integration, NJPSA</p>	<p><i>This Is It</i> by Daria Peoples-Riley Burk “Station Games” Book Giles-Brown “Physical Education Assessment Toolkit” Book NASPE “Physical Best Activity Guide” Book Dieden “Games to Keep Kids Moving!” Book Bennett/Riemer “Rhythmic Activities and Dance” Book Online Resources- Including but not limited to- PE Central Seesaw Youtube</p>
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Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Dance Curriculum.

Sample Picture Books-
 Including but not limited to-

- *Tallchief: America’s Prima Ballerina* by Maria Tallchief and Rosemary Wells
- *Dancing in the Wings* by Debbie Allen
- *A Dance Like Starlight: One Ballerina’s Dream* by Kristy Dempsey

Professional Dancers- A Range of Diverse Professional Dancers are included throughout the learning including by not limited to the work of-

- Misty Copeland

**Social and Emotional Learning
 Enduring Understanding and Questions from NJ SEL Arts**

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize the impact of one’s feelings and thoughts on one’s own behavior 	<p>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.</p>

	EQ: How does one's feelings and thoughts connect to artistic works?
Self-Management <ul style="list-style-type: none"> ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals 	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?
Social Awareness <ul style="list-style-type: none"> ● 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?
Relationship Skills <ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others 	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 develop positive communication and social skills?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Income is received from work in different ways including regular payments, tips, commissions, and benefits	9.1.2.CAP.2: Explain why employers are willing to pay individuals to work

9.4 Life Literacies and Key Skills
Creativity and Innovation

Core Ideas:	Performance Expectations:
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Brainstorming can create new, innovative ideas	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
Information and Media Literacy	
Core Ideas:	Performance Expectations:
Digital tools and media resources provide access to vast stores of information that can be searched	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
Technology Literacy	
Core Idea	Performance Expectation
Different digital tools have different purposes	9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation
Different digital tools have different purposes	9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
Interdisciplinary Connections/Cross Curricular Opportunities	
Kindergarten	
English Language Arts	Progress Indicators Reading Literature Text RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how)
Mathematics	Counting and Cardinality K.CC

	<p>A. Know number names and the count sequence.</p> <p>1. Count to 100 by ones and by tens</p>
Science	<p>K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object</p>
1st grade	
English Language Arts	<p>Progress Indicators for Reading Literature Text</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>
Mathematics	<p>Operations and Algebraic Thinking 1.OA</p> <p>A. Represent and solve problems involving addition and subtraction.</p> <p>1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>
Social Studies	<p>History, Culture, and Perspectives: Continuity and Change</p> <p>Historical timelines put events in chronological order to help people understand the past</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history</p>
2nd grade	
English Language Arts	<p>Progress Indicators Reading Literature Texts</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and</p>

	determine their central message/theme, lesson, or moral
Mathematics	Operations and Algebraic Thinking 2.OA B. Add and subtract within 20. 2. Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.
Social Studies	History, Culture, and Perspectives: Understanding Perspectives Core Idea- Two or more individuals can have a different understanding of the same event. 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
Science	2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Model skills / techniques to be mastered ● Extended time to complete class work ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignment <p>G&T Enrichment</p>	<p>ELL</p> <ul style="list-style-type: none"> ● This particular content has limited language barriers due to the physical nature of the curriculum. ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Highlight key vocabulary <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504
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- Challenged with complex, high level challenges related to the complexity of the Dance requirements.
- Allow more opportunities to demonstrate creativity and the design of original choreography.

- Modify classroom environment to support academic and physical needs of the students as per IEP/504
- Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
- Additional safety precautions will be made along with additional staff so all student can full participate in the standards associated with this Dance curriculum.
- Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vTmf4-xzByTvY8P80LtLquNA6Cm_KNHhSG5yLeSNtXRcESa-ulJn9i3tPbcHuBHWglYGI5s_CawuHRd/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 5

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas

Practice: Explore

Performance Expectations:

- 1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.
- 1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.

Enduring Understandings

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression

Essential Questions

- Where do choreographers get ideas for dances?

Learners will know...

- Movement is developed and generated through improvisation.

Learners will be able to....

- Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.

Anchor Standard 2: Organizing and developing ideas.

Practice: Plan

Performance Expectations:

- 1.1.5.Cr2a: Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.
- 1.1.5.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers 	<ul style="list-style-type: none"> ● What influences choice-making in creating choreography?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● The elements of dance are time, space, and energy. Improvisational structures facilitate movement invention. Musical or non-musical accompaniment is a choice. Dance can communicate meaning around a variety of themes. 	<ul style="list-style-type: none"> ● Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
<p>Anchor Standard 3: Refining and completing products.</p> <p>Practice: Revise</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions. ● 1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc. 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Choreographers analyze, evaluate, refine, and document their work to communicate meaning. 	<ul style="list-style-type: none"> ● How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Form and structure are important when interpreting original choreography. 	<ul style="list-style-type: none"> ● Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography

<ul style="list-style-type: none"> ● Dance-making experiences can be documented. 	<p>and improvisation.</p> <ul style="list-style-type: none"> ● Create a self-reflection as means of documentation.
Suggested Learning Plan	
<p>5 minute stretches, warm-up/get changed 5-8 minutes of class discussion, go over what we will accomplish for the day 5 minute mini lesson on activity/skill 20 minutes for main activity for the day 5 minutes for closure and small exit slip or assessment</p>	
Assessment Evidence	
<p>Formative Assessments- Including but not limited to-</p> <ul style="list-style-type: none"> ● Exit Slips ● Small Worksheets ● Check lists ● Think Pair Share ● Peer Assessment <p>Summative Assessments- Including but not limited to-</p> <ul style="list-style-type: none"> ● Performance Rubrics ● Reflections ● Small Quizzes <p>Alternative Assessments- Including but not limited to-</p> <ul style="list-style-type: none"> ● Project specific rubrics <p>Performance Tasks</p> <ul style="list-style-type: none"> ● Replicate (learn a dance phrase) ● Create a solo ● Peer coach or give constructive feedback using a protocol ● Create a collaborative group dance (duet in elementary) ● Perform 	
Instructional/Learning Resources	
District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning 	<p>Books-</p>

<p>Standards- Visual and Performing Arts</p> <ul style="list-style-type: none"> ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Picture Books- <i>Firebird</i> by Misty Copeland <i>Degas and the Little Dancer</i> by Laurence Anholt</p> <p>Burk “Station Games” Book Giles-Brown “Physical Education Assessment Toolkit” Book NASPE “Physical Best Activity Guide” Book Dieden “Games to Keep Kids Moving!” Book Bennett/Riemer “Rhythmic Activities and Dance” Book</p> <p>Online Resources- Including but not limited to- PE Central Seesaw Youtube</p>
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Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the 3-5 Dance Curriculum.

Sample Picture Books-
Including but not limited to-

- *Parker Shines On* by Parker Curry
- *Feel the Beat* by Marilyn Singer

**Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts**

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts 	<p>EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of</p>

	creative ideas?
Self-Management <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts and behaviors 	<p>EU: Emotions, thoughts, and behaviors impact the creative process and artists utilize strategies to manage their emotions when refining artistic work.</p> <p>EQ: How do different strategies for managing one’s emotions affect the creative process?</p>
Social Awareness <ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings and perspectives of others 	<p>EU: Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist's intent.</p> <p>EQ: When do the differences among individuals, groups and others' cultural background influence the creative process?</p>
Relationship Skills <ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others 	<p>EU: Artists conceptualize and generate ideas and works in relationship with others.</p> <p>EQ: How do social skills, social norms, and maintaining healthy relationships influence the creative process?</p>
Responsible Decision-Making <ul style="list-style-type: none"> ● Develop, implement and model effective problem solving and critical thinking skills 	<p>EU: Artists consider the impact of decisions made during the creative process.</p> <p>EQ: In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 5
 Planning and Budgeting

Core Ideas:	Performance Expectations:
There are specific steps associated with creating a budget.	9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5
 Career Awareness and Planning

Core Ideas:	Performance Expectations:
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations

9.4 Life Literacies and Key Skills by the End of Grade 5
Critical Thinking and Problem-solving

Core Ideas:	Performance Expectations:
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Digital Citizenship

Core Ideas:	Performance Expectations:
Digital tools have positively and negatively changed the way people interact socially	9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Technology Literacy

Core Idea	Performance Expectation
Collaborating digitally as a team can often develop a better artifact than an individual working alone	9.4.5.TL.5: Collaborate digitally to produce an artifact

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
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<p>Computing Systems Shared features allow for common troubleshooting strategies that can be effective for many systems</p>	<p>8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies</p>
<p>Interdisciplinary Connections/Cross Curricular Opportunities</p>	
<p>3rd grade</p>	
<p>English Language Arts</p>	<p>Writing W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<p>Mathematics</p>	<p>Operations and Algebraic Thinking 3.OA A. Represent and solve problems involving multiplication and division. 1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each</p>
<p>4th grade</p>	
<p>English Language Arts</p>	<p>Writing W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose</p>
<p>Social Studies</p>	<p>Core Idea Interactions of people and events throughout history have shaped the world we experience today Performance Expectations 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures</p>

5th grade	
English Language Arts	<p>Presentation of Knowledge and Ideas SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
Social Studies	<p>Core Idea Regions form and change as a result of unique physical conditions, economies, and cultures.</p> <p>Performance Expectations 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism</p>
Accommodations and Modifications	
<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Model skills / techniques to be mastered ● Extended time to complete class work ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignment <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Challenged with complex, high level challenges related to the complexity of the Dance requirements. 	<p>ELL</p> <ul style="list-style-type: none"> ● This particular content has limited language barriers due to the physical nature of the curriculum. ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Highlight key vocabulary <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical

- Allow more opportunities to demonstrate creativity and the design of original choreography.

needs of the students as per IEP/504

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Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 5

Artistic Process-Performing

Desired Outcomes

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Practice: Express

Performance Expectations:

- 1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).
- 1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.
- 1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Space, time and energy are basic elements of dance.	<ul style="list-style-type: none">● How do dancers work with space, time and energy to communicate artistic expression?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none">● The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements	<ul style="list-style-type: none">● Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm,

of dance.	spatial level (i.e., low, middle, and high), and spatial pathway.
<p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>Practice: Embody, Execute</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.1.5.Pr5a: Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer. ● 1.1.5.Pr5b: Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement ● 1.1.5.Pr5c: Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. ● 1.1.5.Pr5d: Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core). ● 1.1.5.Pr5e: Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints 	
Enduring Understandings	Essential Questions
The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.	<ul style="list-style-type: none"> ● How is the body used as an instrument for technical and artistic expression?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse). 	<ul style="list-style-type: none"> ● Differentiate contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.

Anchor Standard 6: Conveying meaning through art

Practice: Present

Performance Expectations:

1.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.

● 1.1.5.Pr6b: Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.

● 1.1.5.Pr6c: Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).

● 1.1.5.Pr6d: Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.

Enduring Understandings

- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression.

Essential Questions

- What must a dancer do to prepare the mind and body for artistic expression?
- How does a dancer heighten artistry in a public performance?

Learners will know...

- The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.

Learners will be able to....

- Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

Suggested Learning Plan

- 5 minute stretches, warm-up/get changed
- 5-8 minutes of class discussion, go over what we will accomplish for the day
- 5 minute mini lesson on activity/skill
- 20 minutes for main activity for the day
- 5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-

Including but not limited to-

- Exit Slips
- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-

Including but not limited to-

- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-

Including but not limited to-

- Project specific rubrics

Performance Tasks

- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol
- Create a collaborative group dance (duet in elementary)
- Perform

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Books-</p> <p>Picture Books-</p> <p><i>Firebird</i> by Misty Copeland</p> <p><i>Degas and the Little Dancer</i> by Laurence Anholt</p> <p>Burk "Station Games" Book</p> <p>Giles-Brown "Physical Education Assessment Toolkit" Book</p> <p>NASPE "Physical Best Activity Guide" Book</p> <p>Dieden "Games to Keep Kids Moving!" Book</p> <p>Bennett/Riemer "Rhythmic Activities and</p>

	<p>Dance” Book</p> <p>Online Resources-</p> <p>Including but not limited to-</p> <p>PE Central</p> <p>Seesaw</p> <p>Youtube</p>
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Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the 3-5 Dance Curriculum.

Sample Picture Books-
Including but not limited to-

- *Parker Shines On* by Parker Curry
- *Feel the Beat* by Marilyn Singer

**Social and Emotional Learning
Enduring Understanding and Questions from [NJ SEL Arts](#)**

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s personal traits, strengths and limitations 	<p>EU: Artists build self-confidence through selecting/rehearsing/refining artistic works for performance/ presentation /production.</p> <p>EQ: How do varying degrees of self-confidence affect the performance /presentation/production of artistic works?</p>
<p>Self-Management</p> <ul style="list-style-type: none"> ● Recognize the skills needed to establish and achieve personal and educational goals 	<p>EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning.</p> <p>EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?</p>
<p>Social Awareness</p>	<p>EU: Artists consider a variety of viewpoints and make choices about the selection and performance/ presentation/production of</p>

<ul style="list-style-type: none"> ● Demonstrate an understanding of the need for mutual respect when viewpoints differ 	<p>artistic works by considering cultural, historical, and social perspectives of the intended audience.</p> <p>EQ: How does social awareness influence the criteria that artists use to select, prepare and present/performance/ produce artistic works?</p>
<p>Relationship Skills</p> <ul style="list-style-type: none"> ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 	<p>EU: The performance /presentation /production of an artistic work is enhanced by seeking help from others.</p> <p>EQ: How can an artist's relationship with others impact the performance /presentation/production of artistic works?</p>
<p>Responsible Decision-Making</p> <ul style="list-style-type: none"> ● Identify the consequences associated with one's actions in order to make constructive choices 	<p>EU: Artists develop practices for decision making that enable them to realize their creative work in constructive ways.</p> <p>EQ: How do choices made in the process of preparing and presenting /performing /producing artistic works affect the intended impact on the audience?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 5
 Planning and Budgeting

Core Ideas:	Performance Expectations:
There are specific steps associated with creating a budget.	9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5
 Career Awareness and Planning

Core Ideas:	Performance Expectations:
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations

9.4 Life Literacies and Key Skills by the End of Grade 5
Critical Thinking and Problem-solving

Core Ideas:	Performance Expectations:
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Digital Citizenship

Core Ideas:	Performance Expectations:
Digital tools have positively and negatively changed the way people interact socially	9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Technology Literacy

Core Idea	Performance Expectation
Collaborating digitally as a team can often develop a better artifact than an individual working alone	9.4.5.TL.5: Collaborate digitally to produce an artifact

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Computing Systems Shared features allow for common troubleshooting strategies that can be effective for many systems	8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies

Interdisciplinary Connections/Cross Curricular Opportunities

3rd grade	
English Language Arts	Writing W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Mathematics	Operations and Algebraic Thinking 3.OA A. Represent and solve problems involving multiplication and division. 1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each
4th grade	
English Language Arts	Writing W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose
Social Studies	Core Idea Interactions of people and events throughout history have shaped the world we experience today Performance Expectations 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures
5th grade	
English Language Arts	Presentation of Knowledge and Ideas SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

<p>Social Studies</p>	<p>Core Idea Regions form and change as a result of unique physical conditions, economies, and cultures.</p> <p>Performance Expectations 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism</p>
<p>Accommodations and Modifications</p>	
<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Model skills / techniques to be mastered ● Extended time to complete class work ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignment <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Challenged with complex, high level challenges related to the complexity of the Dance requirements. ● Allow more opportunities to demonstrate creativity and the design of original choreography. 	<p>ELL</p> <ul style="list-style-type: none"> ● This particular content has limited language barriers due to the physical nature of the curriculum. ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Highlight key vocabulary <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504 ● Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. ● Additional safety precautions will be made along with additional staff so all students can fully participate in the standards associated with this Dance curriculum.

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Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 5

Artistic Process-Responding

Desired Outcomes

Anchor Standard 7: Perceiving and analyzing products.

Practice: Analyze

Performance Expectations:

- 1.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance.
- 1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use Basic dance terminology and elements of dance to describe the qualities and characteristic

Enduring Understandings	Essential Questions
Dance is perceived and analyzed to comprehend its meaning.	<ul style="list-style-type: none"> ● How is a dance understood?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Dance can be analyzed 	<ul style="list-style-type: none"> ● Analyze a dance for the elements

Anchor Standard 8: Interpreting intent and meaning

Practice: Interpret

Performance Expectations:

1.1.5.Re8a: Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology

Enduring Understandings	Essential Questions
Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context	<ul style="list-style-type: none">● How is dance interpreted?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none">● Basic choreographed structures employ the elements of dance.	<ul style="list-style-type: none">● Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.

Anchor Standard 9: Applying criteria to evaluate products.

Practice: Critique

Performance Expectations:

1.1.5.Re9a: Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Criteria for evaluating dance vary across genres, styles, and cultures.	<ul style="list-style-type: none">● What criteria are used to evaluate dance?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none">● There is artistic criteria for evaluating dance using the elements of dance	<ul style="list-style-type: none">● Use artistic criteria to critique a dance.

Suggested Learning Plan

- 5 minute stretches, warm-up/get changed
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Assessment Evidence

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Including but not limited to-

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- Think Pair Share
- Peer Assessment

Summative Assessments-

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Performance Tasks

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Instructional/Learning Resources

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Enduring Understanding and Questions from NJ SEL Arts**

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts 	<p>EU: Understanding an artist’s intent helps the viewer relate their own thoughts and feelings to artistic works.</p> <p>EU: Awareness of ones’ thoughts and feelings, coupled with evaluation criteria, can help the viewer respond to artistic works more objectively.</p> <p>EQ: How does the awareness of one’s thoughts and feelings influence how a viewer responds to artistic works?</p>

	<p>How can responding to artistic works inform one's awareness of their thoughts and feelings?</p> <p>EQ: Why is it important to have self-confidence when responding to artistic works?</p>
<p>Social Awareness</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of the expectations for social interactions in a variety of setting 	<p>EU: Considering the artists' intent heightens awareness to social interactions in a variety of settings.</p> <p>EQ: How do the differences among individuals, groups and others' cultural background influence one's response to artistic works?</p>
<p>Responsible Decision-Making</p> <ul style="list-style-type: none"> ● Develop, implement and model effective problem solving and critical thinking skills 	<p>EU: Artists consider the impact of critical thinking, and the perspective that is used to create an artistic work.</p> <p>EQ: How does responding to an artistic work develop the capacity to evaluate and think critically?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

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4th grade

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Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 5

Artistic Process-CONNECTING

Desired Outcomes

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products

Practice: Synthesize

Performance Expectations:

- 1.1.5.Cn10a: Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.
- 1.1.5.Cn10b: Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.

Enduring Understandings

As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Questions

- How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Learners will know...

- Feelings and ideas can be brought to mind when viewing or performing a dance.

Learners will be able to....

- Describe how dance can deepen our feelings of yourself and the events around us.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:

1.1.5.Cn11a: Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated

Enduring Understandings

Essential Questions

Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	<ul style="list-style-type: none"> ● How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● There are cultural, historical and community contexts to dance. 	<ul style="list-style-type: none"> ● Use cultural, historical and community contexts in a dance.

Suggested Learning Plan

- 5 minute stretches, warm-up/get changed
- 5-8 minutes of class discussion, go over what we will accomplish for the day
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Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Books-</p> <p>Picture Books-</p> <p><i>Firebird</i> by Misty Copeland</p> <p><i>Degas and the Little Dancer</i> by Laurence Anholt</p> <p>Burk “Station Games” Book</p> <p>Giles-Brown “Physical Education Assessment Toolkit” Book</p> <p>NASPE “Physical Best Activity Guide” Book</p> <p>Dieden “Games to Keep Kids Moving!” Book</p> <p>Bennett/Riemer “Rhythmic Activities and Dance” Book</p> <p>Online Resources-</p> <p>Including but not limited to-</p> <p>PE Central</p> <p>Seesaw</p> <p>Youtube</p>

Equity, Inclusion, and Diversity Resources

<p>Equity, Inclusion and Diversity Resources are included throughout the 3-5 Dance Curriculum.</p> <p>Sample Picture Books-</p> <p>Including but not limited to-</p> <ul style="list-style-type: none"> ● <i>Parker Shines On</i> by Parker Curry ● <i>Feel the Beat</i> by Marilyn Singer

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
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<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize the importance of self-confidence in handling daily tasks and challenges 	<p>EU: An artist's confidence in the value of personal experiences, ideas, and knowledge is essential to interpret meaning in an artistic work.</p> <p>EQ: How does handling daily artistic tasks build self-awareness?</p>
<p>Self-Management</p> <ul style="list-style-type: none"> ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals 	<p>EU: Through engagement in the artistic process artists develop strategies for managing one's emotions, thoughts and behaviors.</p> <p>EQ: How does engaging in the arts deepen our understanding of our own strategies for building perseverance, managing emotions, thoughts and behaviors?</p>
<p>Social Awareness</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 	<p>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.</p> <p>EQ: How does engaging in the arts cultivate and demonstrate awareness of the various differences among individuals?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 5
Planning and Budgeting

Core Ideas:	Performance Expectations:
There are specific steps associated with creating a budget.	9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5
Career Awareness and Planning

Core Ideas:	Performance Expectations:
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An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations
9.4 Life Literacies and Key Skills by the End of Grade 5 Critical Thinking and Problem-solving	
Core Ideas:	Performance Expectations:
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
Digital Citizenship	
Core Ideas:	Performance Expectations:
Digital tools have positively and negatively changed the way people interact socially	9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
Technology Literacy	
Core Idea	Performance Expectation
Collaborating digitally as a team can often develop a better artifact than an individual working alone	9.4.5.TL.5: Collaborate digitally to produce an artifact
Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation

<p>Computing Systems Shared features allow for common troubleshooting strategies that can be effective for many systems</p>	<p>8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies</p>
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Interdisciplinary Connections/Cross Curricular Opportunities

3rd grade

<p>English Language Arts</p>	<p>Writing W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
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<p>Mathematics</p>	<p>Operations and Algebraic Thinking 3.OA A. Represent and solve problems involving multiplication and division. 1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each</p>
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4th grade

<p>English Language Arts</p>	<p>Writing W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose</p>
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<p>Social Studies</p>	<p>Core Idea Interactions of people and events throughout history have shaped the world we experience today Performance Expectations 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures</p>
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5th grade

<p>English Language Arts</p>	<p>Presentation of Knowledge and Ideas SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
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<p>Social Studies</p>	<p>Core Idea Regions form and change as a result of unique physical conditions, economies, and cultures. Performance Expectations 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism</p>
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Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Model skills / techniques to be mastered ● Extended time to complete class work ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignment <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Challenged with complex, high level challenges related to the complexity of the Dance requirements. ● Allow more opportunities to demonstrate creativity and the design of original choreography. 	<p>ELL</p> <ul style="list-style-type: none"> ● This particular content has limited language barriers due to the physical nature of the curriculum. ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Highlight key vocabulary <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504 ● Physical expectations and modifications, alternative
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assessments, and scaffolding strategies will be used to support this learning.

- Additional safety precautions will be made along with additional staff so all students can fully participate in the standards associated with this Dance curriculum.
- Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vRKyS8InL_GDnkAICokUBVxXQu2ZC9sLWafqXu6cgwdup5nR2fvYWWsoRV8IFN9umsgibHBd7aWaF3M/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 8

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas

Practice: Explore

Performance Expectations:

- 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
- 1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression 	<ul style="list-style-type: none"> ● Where do choreographers get ideas for dances?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Choreographers use a variety of inspiration to develop movements in an original dance. ● The elements of dance 	<ul style="list-style-type: none"> ● Implement movement ● Choreograph dances using a variety of inspiration ● Explain the elements of dance

Anchor Standard 2: Organizing and developing ideas.

Practice: Plan

Performance Expectations:

- 1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative,

accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.

● 1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers. 	<ul style="list-style-type: none"> ● What influences choice-making in creating choreography?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Various dance styles, traditions, and techniques adhere to basic principles of alignment, balance, focus, and initiation of movement. 	<ul style="list-style-type: none"> ● Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

Anchor Standard 3: Refining and completing products.

Practice: Revise

Performance Expectations:

● 1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.

● 1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology

Enduring Understandings	Essential Questions
<p>Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p>	<ul style="list-style-type: none"> ● How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Choreography can be revised collaboratively or independently. 	<ul style="list-style-type: none"> ● Revise choreography as a group or on their own

<ul style="list-style-type: none"> ● Changes in choreography can be recorded through writing or drawing 	<ul style="list-style-type: none"> ● Use writing or drawing to document changes
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Suggested Learning Plan

5 minute stretches, warm-up/get changed
 5-8 minutes of class discussion, go over what we will accomplish for the day
 5 minute mini lesson on activity/skill
 20 minutes for main activity for the day
 5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-
 Including but not limited to-

- Exit Slips
- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-
 Including but not limited to-

- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-
 Including but not limited to-

- Project specific rubrics

Performance Tasks
 Including but not limited to-

- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol
- Create a collaborative group dance (duet in elementary)
- Perform

Instructional/Learning Resources

District	Other
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- 2020 New Jersey Student Learning Standards- Visual and Performing Arts
- Think and Do Workbook for Arts Integration, NJPSA

Books-

Picture Books-

Bunheads by Misty Copeland
Swan, The Life and Dance of Anna Pavlova by Laurel Snyder

Burk “Station Games” Book
 Giles-Brown “Physical Education Assessment Toolkit” Book
 NASPE “Physical Best Activity Guide” Book
 Dieden “Games to Keep Kids Moving!” Book
 Bennett/Riemer “Rhythmic Activities and Dance” Book

Online Resources-

Including but not limited to-
 PE Central
 Seesaw
 Youtube

LGBTQ, Equity, Inclusion, and Diversity Resources

LGBTQ, Equity, Inclusion and Diversity Resources are included throughout the 6-8 Dance Curriculum.

LGBTQ+ Online Resources

<https://www.danceedtips.com/blogs/news/lgbtq-in-the-dance-studio>

<https://www.artnews.com/art-in-america/features/disability-dance-1234586026/>

<https://dancespirit.com/pride-month/>

Equity, Diversity, and Inclusion

I will Dance by Nancy Bo Flood

John’s Turn by Mac Barnett

Brave Ballerina, The Story of Janet Collins by Michelle Meadows

**Social and Emotional Learning
 Enduring Understanding and Questions from NJ SEL Arts**

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts 	<p>EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.</p> <p>EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</p>
<p>Self-Management</p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts and behaviors 	<p>EU: Emotions, thoughts, and behaviors impact the creative process and artists utilize strategies to manage their emotions when refining artistic work.</p> <p>EQ: How do different strategies for managing one’s emotions affect the creative process?</p>
<p>Social Awareness</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of the need for mutual respect when viewpoints differ 	<p>EU: Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist's intent.</p> <p>EQ: When do the differences among individuals, groups and others' cultural background influence the creative process?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
Financial Literacy

Core Ideas:	Performance Expectations:
<p>An individual’s values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one’s financial well-being</p>	<p>9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions</p>

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8 Career Awareness and Planning	
Core Ideas:	Performance Expectations:
Developing and implementing an action plan is an essential step for achieving one's personal and professional goals	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
9.4 Life Literacies and Key Skills by the End of Grade 8 Creativity and Innovation	
Core Ideas:	Performance Expectations:
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	9.4.8.CI.3: Examine challenges that may exist in the adoption of new idea
Digital Citizenship	
Core Ideas:	Performance Expectations:
There are tradeoffs between allowing information to be public and keeping information private and secure	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
Technology Literacy	
Core Idea	Performance Expectation
Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration
Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation

Advancements in computing technology can change individuals' behaviors.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options
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Interdisciplinary Connections/Cross Curricular Opportunities

6th grade

English Language Arts	Writing NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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Social Studies	Core idea- Historical events and developments are shaped by social, political, cultural, technological, and economic factors Performance Expectation 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure
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7th grade

English Language Arts	Writing NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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Social Studies	Core idea- Historical events and developments are shaped by social, political, cultural, technological, and economic factors Performance Expectation 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding,
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	development of culture, and social structure
8th grade	
English Language Arts	Writing NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research
Accommodations and Modifications	
<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Model skills / techniques to be mastered ● Extended time to complete class work ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignment <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Challenged with complex, high level challenges related to the complexity of the Dance requirements. ● Allow more opportunities to demonstrate creativity and the design of original choreography. 	<p>ELL</p> <ul style="list-style-type: none"> ● This particular content has limited language barriers due to the physical nature of the curriculum. ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Highlight key vocabulary <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504 ● Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. ● Additional safety precautions will be made along with additional staff so all students can fully participate in

	<p>the standards associated with this Dance curriculum.</p> <ul style="list-style-type: none"> ● Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.
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Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vTR5nfx07shLYYcNNn71C3U4fETQDLaqiAEXiPL7A0VPQ2mVblmluqcXHfZ4Y0y6RT84T_Y7UD6RHAI/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 8

Artistic Process-Performing

Desired Outcomes

Anchor Standard 4: Selecting, analyzing, and interpreting work

Practice: Express

Performance Expectations:

1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.

● 1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.

● 1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

Enduring Understandings

- Space, time and energy are basic elements of dance.

Essential Questions

- How do dancers work with space, time and energy to communicate artistic expression?

Learners will know...

- The creation of an original dance composition is often reliant on improvisation as a choreographic tool. The essence/character of a movement sequence is also transformed when performed at varying spatial levels (i.e., low, middle, and high), at different tempos, along different spatial pathways, or with different movement qualities.

Learners will be able to....

- Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practice: Embody, Execute

Performance Expectations:

● 1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.

● 1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.

● 1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use

vertical, off-center and non-vertical alignment. Maintain organization of the body while moving through space.

● 1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).

● 1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing

Enduring Understandings	Essential Questions
The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions	● How is the body used as an instrument for technical and artistic expression?
Learners will know ...	Learners will be able to
<ul style="list-style-type: none"> ● Dance requires a fundamental understanding of body alignment and applied kinesthetic principles. Age-appropriate conditioning of the body enhances flexibility, balance, strength, focus, concentration, and performance technique. 	<ul style="list-style-type: none"> ● Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.

Anchor Standard 6: Conveying meaning through art.

Practice: Present

Performance Expectations:

● 1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.

● 1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.

● 1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.

● 1.1.8.Pr6d: Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.

Enduring Understandings	Essential Questions

<p>Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression.</p>	<ul style="list-style-type: none"> ● What must a dancer do to prepare the mind and body for artistic expression? ● How does a dancer heighten artistry in a public performance?
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Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● The quality of integrated movement depends on body alignment and the synchronized use of major and minor muscle groups. Variety in body patterns, range of motion, application of the elements of dance, and skill level enhance dance compositions and performance. 	<ul style="list-style-type: none"> ● Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.

Suggested Learning Plan

- 5 minute stretches, warm-up/get changed
- 5-8 minutes of class discussion, go over what we will accomplish for the day
- 5 minute mini lesson on activity/skill
- 20 minutes for main activity for the day
- 5 minutes for closure and small exit slip or assessment

Assessment Evidence

- Formative Assessments-**
Including but not limited to-
- Exit Slips
 - Small Worksheets
 - Check lists
 - Think Pair Share
 - Peer Assessment
- Summative Assessments-**
Including but not limited to-
- Performance Rubrics
 - Reflections
 - Small Quizzes
- Alternative Assessments-**

Including but not limited to-

- Project specific rubrics

Performance Tasks

Including but not limited to-

- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol
- Create a collaborative group dance (duet in elementary)
- Perform

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none">● 2020 New Jersey Student Learning Standards- Visual and Performing Arts● Think and Do Workbook for Arts Integration, NJPSA	<p>Books-</p> <p>Picture Books-</p> <p><i>Bunheads</i> by Misty Copeland</p> <p><i>Swan, The Life and Dance of Anna Pavlova</i> by Laurel Snyder</p> <p>Burk “Station Games” Book</p> <p>Giles-Brown “Physical Education Assessment Toolkit” Book</p> <p>NASPE “Physical Best Activity Guide” Book</p> <p>Dieden “Games to Keep Kids Moving!” Book</p> <p>Bennett/Riemer “Rhythmic Activities and Dance” Book</p> <p>Online Resources-</p> <p>Including but not limited to-</p> <p>PE Central</p> <p>Seesaw</p> <p>Youtube</p>

LGBTQ, Equity, Inclusion, and Diversity Resources

LGBTQ, Equity, Inclusion and Diversity Resources are included throughout the 6-8 Dance Curriculum.

LGBTQ+ Online Resources

<https://www.danceedtips.com/blogs/news/lgbtq-in-the-dance-studio>

<https://www.artnews.com/art-in-america/features/disability-dance-1234586026/>

<https://dancespirit.com/pride-month/>

Equity, Diversity, and Inclusion

I will Dance by Nancy Bo Flood

John's Turn by Mac Barnett

Brave Ballerina, The Story of Janet Collins by Michelle Meadows

**Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts**

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self Awareness Recognize the impact of one's feelings and thoughts on one's own behavior	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?

<p>Self Management</p> <p>Recognize the skills needed to establish and achieve personal and educational goals</p>	<p>EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning.</p> <p>EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?</p>
<p>Responsible Decision-Making</p> <p>Develop, implement and model effective problem solving and critical thinking skills</p>	<p>EU: Artists develop practices for decision making that enable them to realize their creative work in constructive ways.</p> <p>EQ: How do artists use problem solving and critical thinking skills to impact the quality of their presentation/ performance/ production?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
Financial Literacy

Core Ideas:	Performance Expectations:
An individual’s values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one’s financial well-being	9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.4 Life Literacies and Key Skills by the End of Grade 8
Creativity and Innovation

Core Ideas:	Performance Expectations:
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Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	9.4.8.CI.3: Examine challenges that may exist in the adoption of new idea
Digital Citizenship	
Core Ideas:	Performance Expectations:
There are tradeoffs between allowing information to be public and keeping information private and secure	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
Technology Literacy	
Core Idea	Performance Expectation
Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration
Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation
Advancements in computing technology can change individuals' behaviors.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options
Interdisciplinary Connections/Cross Curricular Opportunities	
6th grade	
English Language Arts	Writing NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Social Studies	<p>Core idea- Historical events and developments are shaped by social, political, cultural, technological, and economic factors</p> <p>Performance Expectation 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure</p>
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7th grade

English Language Arts	<p>Writing NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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Social Studies	<p>Core idea- Historical events and developments are shaped by social, political, cultural, technological, and economic factors</p> <p>Performance Expectation 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure</p>
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8th grade

English Language Arts	<p>Writing NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p>
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Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments 	<p>ELL</p> <ul style="list-style-type: none"> ● This particular content has limited language barriers due to the physical nature of the curriculum. ● Visuals are used ● Pre-teach vocabulary
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- Model skills / techniques to be mastered
- Extended time to complete class work
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignment

G&T Enrichment

- Challenged with complex, high level challenges related to the complexity of the Dance requirements.
- Allow more opportunities to demonstrate creativity and the design of original choreography.

- Activate prior knowledge
- Modeling
- Technology assistance- Chromebooks and Ipads
- Highlight key vocabulary

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504
- Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
- Additional safety precautions will be made along with additional staff so all students can fully participate in the standards associated with this Dance curriculum.
- Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vTR5nfx07shLYYcNNn71C3U4fETQDLaqiAEXiPL7A0VPQ2mVblmluqcXHfZ4Y0y6RT84T_Y7UD6RHAI/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 8

Artistic Process-Responding

Desired Outcomes

Anchor Standard 7: Perceiving and analyzing products.

Practice: Analyze

Performance Expectations:
 ● 1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.
 ● 1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Dance is perceived and analyzed to comprehend its meaning. 	<ul style="list-style-type: none"> ● How is a dance understood?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Numerous formal choreographic structures can be used to develop the elements of dance in the creation of dance works. 	<ul style="list-style-type: none"> ● Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.

Anchor Standard 8: Interpreting intent and meaning.

Practice: Interpret

Performance Expectations:
 1.1.8.Re8a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. 	<ul style="list-style-type: none"> ● How is dance interpreted?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Styles and techniques in dance are defined by the ways in which the elements of dance and choreographic principles are manipulated in the creation of dance 	<ul style="list-style-type: none"> ● Interpret dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern

compositions.	spatial relationships
<p>Anchor Standard 9: Applying criteria to evaluate products.</p> <p>Practice: Critique</p> <p>Performance Expectations: 1.1.8.Re9a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Criteria for evaluating dance vary across genres, styles and cultures. 	<ul style="list-style-type: none"> ● What criteria are used to evaluate dance?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Dance can be evaluated and critiqued. 	<ul style="list-style-type: none"> ● Use artistic criteria to evaluate dance.
Suggested Learning Plan	
<ul style="list-style-type: none"> ● 5 minute stretches, warm-up/get changed ● 5-8 minutes of class discussion, go over what we will accomplish for the day ● 5 minute mini lesson on activity/skill ● 20 minutes for main activity for the day ● 5 minutes for closure and small exit slip or assessment 	
Assessment Evidence	
<p>Formative Assessments- Including but not limited to-</p> <ul style="list-style-type: none"> ● Exit Slips ● Small Worksheets ● Check lists ● Think Pair Share ● Peer Assessment <p>Summative Assessments- Including but not limited to-</p> <ul style="list-style-type: none"> ● Performance Rubrics ● Reflections 	

- Small Quizzes

Alternative Assessments-

Including but not limited to-

- Project specific rubrics

Performance Tasks

Including but not limited to-

- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol
- Create a collaborative group dance (duet in elementary)
- Perform

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Books-</p> <p>Picture Books-</p> <p><i>Bunheads</i> by Misty Copeland</p> <p><i>Swan, The Life and Dance of Anna Pavlova</i> by Laurel Snyder</p> <p>Burk “Station Games” Book</p> <p>Giles-Brown “Physical Education Assessment Toolkit” Book</p> <p>NASPE “Physical Best Activity Guide” Book</p> <p>Dieden “Games to Keep Kids Moving!” Book</p> <p>Bennett/Riemer “Rhythmic Activities and Dance” Book</p> <p>Online Resources-</p> <p>Including but not limited to-</p> <p>PE Central</p> <p>Seesaw</p> <p>Youtube</p>

LGBTQ, Equity, Inclusion, and Diversity Resources

LGBTQ, Equity, Inclusion and Diversity Resources are included throughout the 6-8 Dance Curriculum.

LGBTQ+ Online Resources

<https://www.danceedtips.com/blogs/news/lgbtq-in-the-dance-studio>

<https://www.artnews.com/art-in-america/features/disability-dance-1234586026/>

<https://dancespirit.com/pride-month/>

Equity, Diversity, and Inclusion

I will Dance by Nancy Bo Flood

John's Turn by Mac Barnett

Brave Ballerina, The Story of Janet Collins by Michelle Meadows

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self-Awareness Recognize one's personal traits, strengths and limitations	EU: Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic works?
Social Awareness Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds	EU: Through interpretation and evaluation of artistic works, the thoughts, feelings, perspectives, and cultural differences among individuals and groups are recognized and acknowledged. 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?
Responsible Decision-Making 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?
21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)	
9.1 Personal Financial Literacy by the End of Grade 8 Financial Literacy	
Core Ideas:	Performance Expectations:
An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being	9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions
9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8 Career Awareness and Planning	
Core Ideas:	Performance Expectations:
Developing and implementing an action plan is an essential step for achieving one's personal and professional goals	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
9.4 Life Literacies and Key Skills by the End of Grade 8 Creativity and Innovation	
Core Ideas:	Performance Expectations:
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	9.4.8.CI.3: Examine challenges that may exist in the adoption of new idea
Digital Citizenship	
Core Ideas:	Performance Expectations:
There are tradeoffs between allowing information to be public and keeping information private and secure	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

Technology Literacy	
Core Idea	Performance Expectation
Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration
Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation
Advancements in computing technology can change individuals' behaviors.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options
Interdisciplinary Connections/Cross Curricular Opportunities	
6th grade	
English Language Arts	Writing NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Social Studies	Core idea- Historical events and developments are shaped by social, political, cultural, technological, and economic factors Performance Expectation 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure
7th grade	
English Language Arts	Writing

	NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Social Studies	Core idea- Historical events and developments are shaped by social, political, cultural, technological, and economic factors Performance Expectation 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure
8th grade	
English Language Arts	Writing NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research
Accommodations and Modifications	
<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Model skills / techniques to be mastered ● Extended time to complete class work ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignment <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Challenged with complex, high level challenges related to the complexity of the Dance requirements. 	<p>ELL</p> <ul style="list-style-type: none"> ● This particular content has limited language barriers due to the physical nature of the curriculum. ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Highlight key vocabulary <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504

- Allow more opportunities to demonstrate creativity and the design of original choreography.

- Modify classroom environment to support academic and physical needs of the students as per IEP/504
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Pacing Guide

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Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 8

Artistic Process-Connecting

Desired Outcomes

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products

Practice: Synthesize

Performance Expectations:

- 1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
- 1.1.8.Cn10b: Employ a variety of research methods to inform the development of

original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. 	<ul style="list-style-type: none"> ● How does dance deepen our understanding of ourselves, other knowledge and events around us?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Dance employs various themes and arts media to engage the viewer, develop meaning, and communicate emotions. 	<ul style="list-style-type: none"> ● Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:

1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts 	<ul style="list-style-type: none"> ● How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Societal, cultural historical and community influences in dance. 	<ul style="list-style-type: none"> ● Research societal, cultural, historical and community dance experiences.

Suggested Learning Plan

- 5 minute stretches, warm-up/get changed
- 5-8 minutes of class discussion, go over what we will accomplish for the day
- 5 minute mini lesson on activity/skill

- 20 minutes for main activity for the day
- 5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-

Including but not limited to-

- Exit Slips
- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-

Including but not limited to-

- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-

Including but not limited to-

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Performance Tasks

Including but not limited to-

- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol
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Instructional/Learning Resources

District	Other
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**Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts**

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
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<p>Self-Awareness Recognize the importance of self-confidence in handling daily tasks and challenges</p>	<p>EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?</p>
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<p>Social Awareness Demonstrate an understanding of the need for mutual respect when viewpoints differ</p>	<p>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?</p>
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21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
Financial Literacy

Core Ideas:	Performance Expectations:
An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being	9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Developing and implementing an action plan is an essential step for achieving one's personal and professional goals	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.4 Life Literacies and Key Skills by the End of Grade 8
Creativity and Innovation

Core Ideas:	Performance Expectations:
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Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	9.4.8.CI.3: Examine challenges that may exist in the adoption of new idea
Digital Citizenship	
Core Ideas:	Performance Expectations:
There are tradeoffs between allowing information to be public and keeping information private and secure	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
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6th grade	
English Language Arts	Writing NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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7th grade

English Language Arts	<p>Writing NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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Social Studies	<p>Core idea- Historical events and developments are shaped by social, political, cultural, technological, and economic factors</p> <p>Performance Expectation 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure</p>
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8th grade

English Language Arts	<p>Writing NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p>
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Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments 	<p>ELL</p> <ul style="list-style-type: none"> ● This particular content has limited language barriers due to the physical nature of the curriculum. ● Visuals are used ● Pre-teach vocabulary
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G&T Enrichment

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- Allow more opportunities to demonstrate creativity and the design of original choreography.

- Activate prior knowledge
- Modeling
- Technology assistance- Chromebooks and Ipads
- Highlight key vocabulary

Students with IEPs/504

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Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Media Arts Standards by the End of Grade 2

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas.

Practice: Conceive

Performance Expectations:

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c: Explore form ideas for media art production with support.
- 1.2.2.Cr1d: Connect and apply ideas for media art production.
- 1.2.2.Cr1e: Choose ideas to create plans for media art production.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.	<ul style="list-style-type: none">● How do media artists generate ideas and formulate artistic intent?● How does collaboration expand and affect the creative process?● How can creative risks be encouraged?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none">● Ideas can be shared for media artworks through experimentation, sketching and modeling. A variety of tools, methods, and materials can be used when brainstorming ideas.	<ul style="list-style-type: none">● Use imagination and creative process to turn idea into artistic expression

Anchor Standard 2: Organizing and developing ideas.

Practice: Develop

Performance Expectations:

- 1.2.2.Cr2a: Explore form ideas for media art production with support.
- 1.2.2.Cr2b: Connect and apply ideas for media art production.
- 1.2.2.Cr2c: Choose ideas to create plans for media art production.

Enduring Understandings		Essential Questions	
<ul style="list-style-type: none">● Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.		<ul style="list-style-type: none">● How do media artists work?● How do media artists and designers determine whether a particular direction in their work would be effective?● How do media artists learn from trial and error?	
Learners will know...		Learners will be able to....	
<ul style="list-style-type: none">● The role of media artists and their work process.● Work can be planned, organized and developed to create ideas.		<ul style="list-style-type: none">● Explain media artists and their roles as artists.● Use trial and error when creating for media art production.	
Anchor Standard 3: Refining and completing products.			
Practice: Construct			
Performance Expectations:			
<ul style="list-style-type: none">● 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)● 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.			
Enduring Understandings		Essential Questions	
<ul style="list-style-type: none">● The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.		<ul style="list-style-type: none">● How can an artist construct a media artwork that conveys purpose, meaning and artistic quality?● How do media artists improve/refine their work?	
Learners will know...		Learners will be able to....	

<ul style="list-style-type: none"> ● Basic principles of media arts productions including aesthetic components. 	<ul style="list-style-type: none"> ● Use principles of media arts to convey purpose, meaning and artistic quality.
Suggested Learning Plan	
<ul style="list-style-type: none"> ● Warm Up (5 minutes) ● Introduction/ Class discussion (10 minutes) ● Guided Practice/Independent Practice (25 minutes) ● Closure/Check for Understanding (3 minutes) 	
Assessment Evidence	
<p>Formative Assessments- (Ongoing assessments during the learning period) including but not limited to-</p> <ul style="list-style-type: none"> ● Checklists- Observation ● Exit tickets ● Think Pair Share ● Progress reflections <p>Summative Assessments- (Assessment at the end of the learning period) including but not limited to-</p> <ul style="list-style-type: none"> ● Project specific rubrics ● Reflections ● Small quizzes <p>Alternative Assessments- Including but not limited to-</p> <ul style="list-style-type: none"> ● Portfolios <p>Performance Tasks- (Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-</p> <ul style="list-style-type: none"> ● Completed work ● Selecting work for display ● Project challenges 	
Instructional/Learning Resources	
District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts 	<p>Online Resources- Including but not limited to- Seesaw</p>

<ul style="list-style-type: none"> ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Youtube</p> <p>Online web pages-</p> <p>NJ SEL Arts-Create</p> <p>Why Media Art Education Matters</p> <p>Media Arts- Davis Arts</p> <p>Media Arts- Davis Arts</p> <p>Media Arts Toolkit- PBS Learning</p> <p>Media Arts- Digital Artists- The Art of Education</p> <p>Books-</p> <p>Including but not limited to-</p> <p>Varied Picture Books</p> <p>-<i>What do you with and Idea</i>, by Kobi Yamada</p> <p>-<i>Bot +Bot</i> by Ame Dyckman</p> <p>-<i>Media Arts</i>, School Arts Collections, Davis</p> <p>Various teacher-created resources including slides, handouts and reference materials.</p>
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Social and Emotional Learning
Enduring Understanding and Questions from [NJ SEL Arts](#)

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts 	<p>EU: Recognizing the impact of one's feelings and thoughts on the creative process.</p> <p>EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</p>
<p>Self-Management</p> <ul style="list-style-type: none"> ● Recognize the skills needed to establish and achieve personal and educational goals 	<p>EU: Artists recognize the skills needed to generate, refine and complete creative ideas in order to achieve their goals.</p> <p>EQ: How do artists balance what is known with what is discovered during the creative process?</p>

<p>Social Awareness</p> <ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings and perspectives of others 	<p>EU: Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist's intent.</p> <p>EQ: When do the differences among individuals, groups and others' cultural background influence the creative process?</p>
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<p>Responsible Decision-Making</p> <ul style="list-style-type: none"> ● Evaluate personal, ethical, safety and civic impact of decisions 	<p>EU: Artists rely upon problem solving, critical thinking, and personal perspective when making creative choices.</p> <p>EQ: In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process?</p>
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21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning

Core Ideas:	Performance Expectations:
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Different types of jobs require different knowledge and skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
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9.4 Life Literacies and Key Skills
Creativity and Innovation

Core Ideas:	Performance Expectations:
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Brainstorming can create new, innovative ideas	<ul style="list-style-type: none"> ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
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Critical Thinking and Problem-solving

Core Ideas:	Performance Expectations:
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Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem	<ul style="list-style-type: none"> ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
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Technology Literacy

Core Idea	Performance Expectation
Digital tools have a purpose.	<ul style="list-style-type: none"> ● 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	<ul style="list-style-type: none"> ● 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
<p>Impacts of Computing</p> <p>Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools)</p>	8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
<p>Computing Systems</p> <ul style="list-style-type: none"> ● Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally 	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
<p>Networks and the Internet</p> <ul style="list-style-type: none"> ● Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide 	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
<p>Engineering Design</p> <ul style="list-style-type: none"> ● Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions 	8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Connections/Cross Curricular Opportunities

Kindergarten	
English Language Arts	<p>Writing W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p>
Mathematics	<p>Counting and Cardinality K.CC B. Count to tell the number of objects. 4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>
Technology	<p>Core Idea Interaction of Technology and Humans Technology has changed the way people live and work. Performance Expectation 8.2.2.ITH.3: Identify how technology impacts or improves life.</p>
Music	<p>Anchor Standard 1: Generating and conceptualizing ideas Performance Expectation 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities</p>
Visual Art	<p>Anchor Standard 1: Generating and conceptualizing ideas Performance Expectations: ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from</p>

	imaginative play to brainstorming, to solve art and design problems.
1st grade	
English Language Arts	Writing W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
Mathematics	Operations and Algebraic Thinking 1.OA A. Represent and solve problems involving addition and subtraction. 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Music	Anchor Standard 1: Generating and conceptualizing ideas Performance Expectation 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Visual Art	Anchor Standard 1: Generating and conceptualizing ideas Performance Expectations: ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
Technology	Nature of Technology Core Idea Innovation and the improvement of existing technology involves creative thinking

	<p>Performance Expectations</p> <ul style="list-style-type: none"> • 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
2nd grade	
English Language Arts	<p>Writing</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers</p>
Math	<p>Operations and Algebraic Thinking 2.OA</p> <p>A. Represent and solve problems involving addition and subtraction.</p> <p>1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
Visual Art	<p>Anchor Standard 1: Generating and conceptualizing ideas</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
Music	<p>Anchor Standard 1: Generating and conceptualizing ideas</p> <p>Performance Expectation</p> <p>1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities</p>
Technology	<p>Nature of Technology</p> <p>Core Idea</p>

Innovation and the improvement of existing technology involves creative thinking

Performance Expectations

- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

Accommodations and Modifications

At Risk/Struggling Learners

- Spiral Learning
- Pre-teach and reteach concepts/skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment

- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

ELL

- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance- Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vS_w9VMViAXJ159Aw9ifD6_l8lvHrc7xrpUdVevjNpjaIAXX_gsrtwL0gvq3jV15aueM0qwCfz8LTR/pub



Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Media Arts Standards by the End of Grade 2

Artistic Process-Producing

Desired Outcomes

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Practice: Practice

Performance Expectations:

- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. 	<ul style="list-style-type: none"> ● How are complex media arts experiences constructed? ● At what point is a work considered "complete"?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Art forms can be combined and integrated into media artworks. 	<ul style="list-style-type: none"> ● Create a media artwork that combines art forms and integrates various academic, art and media content.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practice: Integrate

Performance Expectations:

- 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
- 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
- 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.

Enduring Understandings	Essential Questions
Media artists require a range of skills and abilities to creatively solve problems.	<ul style="list-style-type: none"> ● How are creativity and innovation developed within and through media arts productions? ● How do media artists use various tools and techniques?
Learners will know...	Learners will be able to....

<ul style="list-style-type: none"> ● Methods for handling tools, choices and skills for creating media artworks and trial-and-error. 	<ul style="list-style-type: none"> ● Use tools, skills and choices to create media artworks.
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Anchor Standard 6: Conveying meaning through art.

Practice: Present

Performance Expectations:

1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Media artists present, share and distribute media artworks through various social, cultural and political contexts. 	<ul style="list-style-type: none"> ● How does time, place, audience, and context affect presenting or performing choices for media artworks? ● How can presenting or sharing media artworks in a public format help a media artist learn and grow? ● Why do various venues exist for presenting, sharing or distributing media artworks?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Media artists regularly present or share their media artworks in a public format. 	Present and share their media artworks with others, discussing reactions and experiences.

Suggested Learning Plan

- Warm Up (5 minutes)
- Introduction/ Class discussion (10 minutes)
- Guided Practice/Independent Practice (25 minutes)
- Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Exit tickets
- Think Pair Share

- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-

Including but not limited to-

- Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Online Resources- Including but not limited to-</p> <p>Seesaw Youtube Online web pages-</p> <p>NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education</p> <p>Books- Including but not limited to-</p> <p>Varied Picture Books -<i>What do you with and Idea</i>, by Kobi Yamada -<i>Bot +Bot</i> by Ame Dyckman</p>

	<p>-Media Arts, School Arts Collections, Davis</p> <p>Various teacher-created resources including slides, handouts and reference materials.</p>
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Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s personal traits, strengths and limitations 	<p>EU: An artists' thoughts, feelings, strengths, and limitations affect the selection, interpretation and performance/ presentation/production of artistic works. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?</p>
<p>Self-Management</p> <ul style="list-style-type: none"> ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	<p>EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning. EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?</p>
<p>Social Awareness</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of the need for mutual respect when viewpoints differ 	<p>EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/perform/ produce artistic works?</p>
<p>Relationship Skills</p> <ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others 	<p>EU:The performance / presentation /production of an artistic work is enhanced by seeking help from others.</p>

	EQ: How can an artist's relationship with others impact the performance / presentation/production of artistic works?
21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)	
9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning	
Core Ideas:	Performance Expectations:
Different types of jobs require different knowledge and skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
9.4 Life Literacies and Key Skills Creativity and Innovation	
Core Ideas:	Performance Expectations:
Brainstorming can create new, innovative ideas	<ul style="list-style-type: none"> • 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
Critical Thinking and Problem-solving	
Core Ideas:	Performance Expectations:
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem	<ul style="list-style-type: none"> • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
Technology Literacy	
Core Idea	Performance Expectation
Digital tools have a purpose.	<ul style="list-style-type: none"> • 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	<ul style="list-style-type: none"> • 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
<p>Impacts of Computing</p> <p>Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools)</p>	<p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p>
<p>Computing Systems</p> <ul style="list-style-type: none"> ● Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally 	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p>
<p>Networks and the Internet</p> <ul style="list-style-type: none"> ● Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide 	<p>8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks</p>
<p>Engineering Design</p> <ul style="list-style-type: none"> ● Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions 	<p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.</p>

Interdisciplinary Connections/Cross Curricular Opportunities

Kindergarten	
<p>English Language Arts</p>	<p>Writing</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p>
<p>Mathematics</p>	<p>Counting and Cardinality K.CC</p>

	<p>B. Count to tell the number of objects.</p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>
Technology	<p>Core Idea Interaction of Technology and Humans Technology has changed the way people live and work.</p> <p>Performance Expectation 8.2.2.ITH.3: Identify how technology impacts or improves life.</p>
Music	<p>Anchor Standard 1: Generating and conceptualizing ideas</p> <p>Performance Expectation 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities</p>
Visual Art	<p>Anchor Standard 1: Generating and conceptualizing ideas</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1st grade	
English Language Arts	<p>Writing W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p>
Mathematics	<p>Operations and Algebraic Thinking 1.OA A. Represent and solve problems involving addition and subtraction.</p>

	<p>1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>
Music	<p>Anchor Standard 1: Generating and conceptualizing ideas Performance Expectation 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities</p>
Visual Art	<p>Anchor Standard 1: Generating and conceptualizing ideas Performance Expectations: ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p>
Technology	<p>Nature of Technology Core Idea Innovation and the improvement of existing technology involves creative thinking Performance Expectations • 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.</p>
2nd grade	
English Language Arts	<p>Writing W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers</p>
Math	Operations and Algebraic Thinking 2.OA

	<p>A. Represent and solve problems involving addition and subtraction.</p> <p>1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
Visual Art	<p>Anchor Standard 1: Generating and conceptualizing ideas</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
Music	<p>Anchor Standard 1: Generating and conceptualizing ideas</p> <p>Performance Expectation</p> <p>1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities</p>
Technology	<p>Nature of Technology</p> <p>Core Idea</p> <p>Innovation and the improvement of existing technology involves creative thinking</p> <p>Performance Expectations</p> <ul style="list-style-type: none"> ● 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
Accommodations and Modifications	
<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/skills ● Visual Models 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling

- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment

- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

- Technology assistance- Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vS_w9VMViAXJ159Aw9ifD6_l8lvHrc7xrpUdVevjNpjaJAXX_gsrtwL0gvq3JV15aueM0qwCfz8LTR/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Media Arts Standards by the End of Grade 2

Artistic Process-RESPONDING

Desired Outcomes

Anchor Standard 7: Perceiving and analyzing products.

Practice: Perceive

Performance Expectations:

- 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

Enduring Understandings

Essential Questions

<p>Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</p>	<ul style="list-style-type: none"> ● How do we analyze and react to media artworks? ● How do media artworks function to convey meaning and influence audience experience?
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<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Media artwork can share a message ● Our appreciation of media artwork can be influenced by our interests, experience and understandings. 	<ul style="list-style-type: none"> ● Analyze a work of media arts ● Determine the meaning of the media artworks as a member of the audience

Anchor Standard 8: Interpreting intent and meaning.

Practice: Interpret

Performance Expectations:
 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

<p>Enduring Understandings</p>	<p>Essential Questions</p>
<p>Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.</p>	<ul style="list-style-type: none"> ● How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? ● How does knowing and using arts vocabulary help us understand and interpret works of art?

<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Media arts can convey a message ● Works of media art can be analyzed using a variety of visual literacy skills ● Various arts vocabulary 	<ul style="list-style-type: none"> ● Identify the meaning behind a media work of art and share what they notice/ see/ experience in a work of media art ● Analyze a work of media art using visual literacy skills ● Utilize arts vocabulary to interpret a work of art

Anchor Standard 9: Applying criteria to evaluate products.

Practice: Evaluate

Performance Expectations:

1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Enduring Understandings

Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.

Essential Questions

- How and why do we value and judge media artworks?
- When and how should we evaluate and critique media artworks to improve them?
- How is a personal preference different from an evaluation?

Learners will know...

- Critiques and evaluation of media arts allows for improvements
- Works of media art can be evaluated

Learners will be able to....

- Share their thoughts about a work of media arts including what works and what does not
- Evaluate and make judgments about a work of media arts

Suggested Learning Plan

- Warm Up (5 minutes)
- Introduction/ Class discussion (10 minutes)
- Guided Practice/Independent Practice (25 minutes)
- Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Exit tickets
- Think Pair Share
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections

- Small quizzes

Alternative Assessments-

Including but not limited to-

- Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Online Resources- Including but not limited to-</p> <p>Seesaw Youtube Online web pages-</p> <p>NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education</p> <p>Books- Including but not limited to-</p> <p>Varied Picture Books -<i>What do you with and Idea</i>, by Kobi Yamada -<i>Bot +Bot</i> by Ame Dyckman -<i>Media Arts</i>, School Arts Collections, Davis</p> <p>Various teacher-created resources including slides, handouts and reference materials.</p>

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts 	<p>EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EQ: How does the awareness of one’s thoughts and feelings influence how a viewer responds to artistic works?</p>
<p>Self-Management</p> <ul style="list-style-type: none"> ● Recognize the skills needed to establish and achieve personal and educational goals 	<p>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 does a practice of responding to artistic works hone skills that are also needed to achieve one's goals?</p>
<p>Social Awareness</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds 	<p>EU: Through interpretation and evaluation of artistic works, the thoughts, feelings, perspectives, and cultural differences among individuals and groups are recognized and acknowledged. 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?</p>
<p>Responsible Decision-Making</p> <ul style="list-style-type: none"> ● Develop, implement and model effective problem solving and critical thinking skills 	<p>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?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training
 Career Awareness and Planning

Core Ideas:	Performance Expectations:
Different types of jobs require different knowledge and skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.4 Life Literacies and Key Skills
Creativity and Innovation

Core Ideas:	Performance Expectations:
Brainstorming can create new, innovative ideas	<ul style="list-style-type: none"> • 9.4.2.CI.2: Demonstrate originality and inventiveness in work.

Critical Thinking and Problem-solving

Core Ideas:	Performance Expectations:
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem	<ul style="list-style-type: none"> • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Technology Literacy

Core Idea	Performance Expectation
Digital tools have a purpose.	<ul style="list-style-type: none"> • 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	<ul style="list-style-type: none"> • 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
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<ul style="list-style-type: none"> ● Impacts of Computing ● Computing technology has positively and ● negatively changed the way individuals live ● and work (e.g., entertainment, communication, productivity tools) 	<p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p>
<p>Computing Systems</p> <ul style="list-style-type: none"> ● Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally 	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p>
<p>Networks and the Internet</p> <ul style="list-style-type: none"> ● Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide 	<p>8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks</p>
<p>Engineering Design</p> <ul style="list-style-type: none"> ● Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions 	<p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.</p>
<p>Interdisciplinary Connections/Cross Curricular Opportunities</p>	
<p>Kindergarten</p>	
<p>English Language Arts</p>	<p>Writing W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p>
<p>Mathematics</p>	<p>Counting and Cardinality K.CC B. Count to tell the number of objects.</p>

	<p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>
Technology	<p>Core Idea Interaction of Technology and Humans Technology has changed the way people live and work.</p> <p>Performance Expectation 8.2.2.ITH.3: Identify how technology impacts or improves life.</p>
Music	<p>Anchor Standard 1: Generating and conceptualizing ideas</p> <p>Performance Expectation 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities</p>
Visual Art	<p>Anchor Standard 1: Generating and conceptualizing ideas</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1st grade	
English Language Arts	<p>Writing W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p>
Mathematics	<p>Operations and Algebraic Thinking 1.OA A. Represent and solve problems involving addition and subtraction.</p>

	<p>1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>
Music	<p>Anchor Standard 1: Generating and conceptualizing ideas Performance Expectation 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities</p>
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Technology	<p>Nature of Technology Core Idea Innovation and the improvement of existing technology involves creative thinking Performance Expectations • 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.</p>
2nd grade	
English Language Arts	<p>Writing W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers</p>

Math	<p>Operations and Algebraic Thinking 2.OA A. Represent and solve problems involving addition and subtraction. 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
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Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions
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<p>differentiation</p> <ul style="list-style-type: none"> ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504
<p>Pacing Guide</p>	
<p>https://docs.google.com/document/d/e/2PACX-1vS_w9VMViAXJ159Aw9ifD6_l8lvHrc7xrpUdVevjNpiaAXX_gsrwL0gvq3jV15aueM0qwCfz8LTR/pub</p>	

<p>Deal School Curriculum</p>
<p>2020 New Jersey Student Learning Standards-Visual and Performing Arts</p>
<p>Media Arts Standards by the End of Grade 2</p>
<p>Artistic Process-Connecting</p>
<p>Desired Outcomes</p>
<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Practice: Synthesize</p>

Performance Expectations:

- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.

Enduring Understandings	Essential QuestionsT
Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.	<ul style="list-style-type: none">● How does engaging in creating media artworks enrich people's lives?● How does making media artworks attune people to their surroundings?● How do media artworks contribute to an awareness and understanding of our lives and communities?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none">● Media artworks can use personal experiences, interests, information and models to bring awareness of culture and experiences.	<ul style="list-style-type: none">● Create, share and discuss media artworks to bring awareness to our lives and community.
<p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p>Practice: Relate</p> <p>Performance Expectations:</p> <ul style="list-style-type: none">● 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.● 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Understanding connections to varied contexts and daily life enhances a media artist's work.	<ul style="list-style-type: none">● 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 mirror aspects of life?

	<ul style="list-style-type: none"> ● How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● The safety procedures for work with media arts tools. Media artwork can incorporate various contexts. 	<ul style="list-style-type: none"> ● Use media arts tools safely. Create media artwork that incorporates various contexts.

Suggested Learning Plan

- Warm Up (5 minutes)
- Introduction/ Class discussion (10 minutes)
- Guided Practice/Independent Practice (25 minutes)
- Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Exit tickets
- Think Pair Share
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-

Including but not limited to-

- Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources

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SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize the impact of one's feelings and thoughts on one's own behavior 	<p>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?</p>

<p>Self-Management</p> <ul style="list-style-type: none"> ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals 	<p>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?</p>
<p>Social Awareness</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 	<p>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?</p>
<p>Relationship Skills</p> <ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others 	<p>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 develop positive communication and social skills?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

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Career Awareness and Planning

Core Ideas:	Performance Expectations:
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Core Ideas:	Performance Expectations:
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Technology Literacy

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Interdisciplinary Connections/Cross Curricular Opportunities	
Kindergarten	
English Language Arts	<p>Writing</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p>
Mathematics	Counting and Cardinality K.CC

	<p>B. Count to tell the number of objects.</p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>
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Visual Art	<p>Anchor Standard 1: Generating and conceptualizing ideas</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1st grade	
English Language Arts	<p>Writing W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p>
Mathematics	<p>Operations and Algebraic Thinking 1.OA A. Represent and solve problems involving addition and subtraction.</p>

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2nd grade	
English Language Arts	<p>Writing W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers</p>

Math	<p>Operations and Algebraic Thinking 2.OA A. Represent and solve problems involving addition and subtraction. 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
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Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions
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differentiation

- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vS_w9VMViAXJ159Aw9ifD6_l8lvHrc7xrpUdVevjNpiaIAXX_gsrtwL0gvq3jV15aueM0qwCfz8LTR/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Media Arts Standards by the End of Grade 5

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas.

Practice: Conceive

Performance Expectations:

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.
- 1.2.5.Cr1e: Model ideas and plans in an effective direction.
- 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.

Enduring Understandings

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

Essential Questions

- How do media artists generate ideas and formulate artistic intent?
- How does collaboration expand and affect the creative process?
- How can creative risks be encouraged?

Learners will know...

- A variety of tools, methods and materials can be used to create media artwork
- Media artwork can use individual and collaborative goals, while connecting media artwork to personal experiences.

Learners will be able to....

- Use a variety of tools, methods and materials to create media artwork
- Use personal experiences as inspiration for media artwork working individually and/or collaboratively.

Anchor Standard 2: Organizing and developing ideas.

Practice: Develop

Performance Expectations:

- 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.
- 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- 1.2.5.Cr2c: Brainstorm goals and plans for a media art audience

Enduring Understandings

- Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.

Essential Questions

- How do media artists work?
- How do media artists and designers determine whether a particular direction in their work would be effective?
- How do media artists learn from trial and error?

Learners will know...

- Media artworks can/ should start with a plan and/or model to plan for effective media art

Learners will be able to....

- Forms ideas, create plans and models in preparation for media artwork

Anchor Standard 3: Refining and completing products.

Practice: Construct

Performance Expectations:

- 1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

Enduring Understandings

- The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.

Essential Questions

- How can an artist construct a media artwork that conveys purpose, meaning and artistic quality?
- How do media artists improve/refine their work?

Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Various methods/ techniques to create a media artwork. ● The principles of art. ● The elements of art 	<ul style="list-style-type: none"> ● Use and apply various methods and techniques to create media artwork. ● Incorporate, use and identify the principles of art. ● Incorporate, use and identify elements of art.

Suggested Learning Plan

- Warm Up (5 minutes)
- Introduction/ Class discussion (10 minutes)
- Guided Practice/Independent Practice (25 minutes)
- Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
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- Think Pair Share
- Progress reflections

Summative Assessments-

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Alternative Assessments-

Including but not limited to-

- Portfolios

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(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

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District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Online Resources- Including but not limited to- Seesaw Youtube Online web pages- NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education</p> <p>Books- Including but not limited to- -Varied Picture Books -<i>Media Arts</i>, School Arts Collections, Davis</p> <p>Various teacher-created resources including slides, handouts and reference materials.</p>
<p>Social and Emotional Learning Enduring Understanding and Questions from NJ SEL Arts</p>	
<p>SEL Competency and SEL Sub-Competency</p>	<p>Enduring Understanding/ Essential Questions</p>
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts 	<p>EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</p>
<p>Self-Management</p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts and behaviors 	<p>EU: Emotions, thoughts, and behaviors impact the creative process and artists utilize strategies to manage their emotions when refining artistic work.</p>

	EQ: How do different strategies for managing one's emotions affect the creative process?
Social Awareness <ul style="list-style-type: none"> ● 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 the differences among individuals, groups and others' cultural background influence the creative process?
Relationship Skills <ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others 	EU: Artists conceptualize and generate ideas and works in relationship with others. EQ: How do social skills, social norms, and maintaining healthy relationships influence the creative process?
Responsible Decision-Making <ul style="list-style-type: none"> ● Develop, implement and model effective problem solving and critical thinking skills 	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?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 5
Civic Financial Responsibility

Core Ideas:	Performance Expectations:
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5
Career Awareness and Planning

Core Ideas:	Performance Expectations:
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<p>An individual's passions, aptitude and skills can affect his/her employment and earning potential.</p>	<ul style="list-style-type: none"> • 9.2.5.CAP.2: Identify how you might like to earn an income. • 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations
<p>9.4 Life Literacies and Key Skills by the End of Grade 5 Creativity and Innovation</p>	
<p>Core Ideas:</p>	<p>Performance Expectations:</p>
<p>Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</p>	<p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)</p>
<p>Digital Citizenship</p>	
<p>Core Ideas:</p>	<p>Performance Expectations:</p>
<p>Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source</p>	<ul style="list-style-type: none"> • 9.4.5.DC.1: Explain the need for and use of copyrights. • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

Technology Literacy

Core Idea	Performance Expectation
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	Collaborating digitally as a team can often develop a better artifact than an individual working alone.

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections/Cross Curricular Opportunities

3rd grade	
English Language Arts	Progress Indicators for Writing W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
Technology	Core Idea Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Performance Expectation 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Music	Performance Expectations: 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions

	to express intent. Explain connection to purpose and context
Visual Art	Performance Expectations: 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
4th grade	
English Language Arts	Progress Indicators for Writing W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly
Technology	Core Idea Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Performance Expectation 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Music	Performance Expectations: 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	Performance Expectations: 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
5th grade	
English Language Arts	Progress Indicators for Writing W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

<p>Technology</p>	<p>Core Idea Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.</p> <p>Performance Expectation 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p>
<p>Music</p>	<p>Performance Expectations:</p> <p>1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context</p>
<p>Visual Art</p>	<p>Performance Expectations: 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</p>
<p>Accommodations and Modifications</p>	
<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions

- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vSHCawW0zhaYoKOV2foJKkUNAAjAzXM3bSTLILmqb9hbrEngaUqgyp-MLHOxlBWhBwdkKjC_FUbN4AT/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Media Arts Standards by the End of Grade 5

Artistic Process-Producing

Desired Outcomes

Anchor Standard 4: Selecting, analyzing and interpreting work.

Practice: Practice

Performance Expectations:

- 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.
- 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.
- 1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.

Enduring Understandings	Essential Questions
Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.	<ul style="list-style-type: none">● How are complex media arts experiences constructed?● At what point is a work considered "complete"?
Learners will know...	Learners will be able to....

<ul style="list-style-type: none"> ● Ways to create/ explain media arts experiences ● Identifies for when a work of art is complete ● Media arts can be combined with other disciplines 	<ul style="list-style-type: none"> ● Create/ explain media arts experiences ● Determined when a work of media arts are complete ● Combine various academics, media form and content to create a work of media arts
<p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>Practice: Integrate</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks. ● 1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions. ● 1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks. 	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<p>Media artists require a range of skills and abilities to creatively solve problems.</p>	<ul style="list-style-type: none"> ● How are creativity and innovation developed within and through media arts productions? ● How do media artists use various tools and techniques?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Media artists use creativity and innovation along with other skills to solve and create media arts productions ● Media artists use a variety of tools and techniques to create media works of art 	<ul style="list-style-type: none"> ● Utilize creativity and innovation in media arts productions ● Use a variety of tools and techniques to create media works of art

Anchor Standard 6: Conveying meaning through art.

Practice: Present

Performance Expectations:

- 1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.
- 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

Enduring Understandings

Media artists present, share and distribute media artworks through various social, cultural and political contexts.

Essential Questions

- How does time, place, audience, and context affect presenting or performing choices for media artworks?
- How can presenting or sharing media artworks in a public format help a media artist learn and grow?
- Why do various venues exist for presenting, sharing or distributing media artworks?

Learners will know...

- Media artists present their work of media arts in a public format

Learners will be able to....

- Present works of media arts in a public format
- Take into consideration time, place, audience and context for presenting media artworks

Suggested Learning Plan

- Warm Up (5 minutes)
- Introduction/ Class discussion (10 minutes)
- Guided Practice/Independent Practice (25 minutes)
- Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Exit tickets

- Think Pair Share
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-

Including but not limited to-

- Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Online Resources- Including but not limited to-</p> <ul style="list-style-type: none"> - Seesaw - Youtube - Online web pages- NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education <p>Books- Including but not limited to-</p> <ul style="list-style-type: none"> - Varied Picture Books - <i>Media Arts</i>, School Arts Collections, Davis

	Various teacher-created resources including slides, handouts and reference materials.
Social and Emotional Learning Enduring Understanding and Questions from <u>NJ SEL Arts</u>	
SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s personal traits, strengths and limitations 	<p>EU: Artists build self-confidence through selecting/rehearsing/refining artistic works for performance/ presentation /production.</p> <p>EQ: How do varying degrees of self-confidence affect the performance /presentation/production of artistic works?</p>
<p>Self-Management</p> <ul style="list-style-type: none"> ● Recognize the skills needed to establish and achieve personal and educational goals 	<p>EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning.</p> <p>EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?</p>
<p>Social Awareness</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of the need for mutual respect when viewpoints differ 	<p>EU: Artists consider a variety of viewpoints and make choices about the selection and performance/ presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience.</p> <p>EQ: How does social awareness influence the criteria that artists use to select, prepare and present/perform/ produce artistic works?</p>
<p>Relationship Skills</p> <ul style="list-style-type: none"> ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 	<p>EU: The performance /presentation /production of an artistic work is enhanced by seeking help from others.</p> <p>EQ: How can an artist's relationship with others impact the performance /presentation/production of artistic works?</p>

<p>Responsible Decision-Making</p> <ul style="list-style-type: none"> ● Identify the consequences associated with one’s actions in order to make constructive choices 	<p>EU: Artists develop practices for decision making that enable them to realize their creative work in constructive ways. EQ: How do choices made in the process of preparing and presenting /performing /producing artistic works affect the intended impact on the audience?</p>
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21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 5
Civic Financial Responsibility

Core Ideas:	Performance Expectations:
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5
Career Awareness and Planning

Core Ideas:	Performance Expectations:
An individual’s passions, aptitude and skills can affect his/her employment and earning potential.	<ul style="list-style-type: none"> • 9.2.5.CAP.2: Identify how you might like to earn an income. • 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations

9.4 Life Literacies and Key Skills by the End of Grade 5
Creativity and Innovation

Core Ideas:	Performance Expectations:
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Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)
Digital Citizenship	
Core Ideas:	Performance Expectations:
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source	<ul style="list-style-type: none"> • 9.4.5.DC.1: Explain the need for and use of copyrights. • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
Technology Literacy	
Core Idea	Performance Expectation
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	Collaborating digitally as a team can often develop a better artifact than an individual working alone.
Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Interdisciplinary Connections/Cross Curricular Opportunities	
3rd grade	
English Language Arts	Progress Indicators for Writing

	W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
Technology	<p>Core Idea Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.</p> <p>Performance Expectation 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p>
Music	<p>Performance Expectations: 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context</p>
Visual Art	<p>Performance Expectations: 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</p>
4th grade	
English Language Arts	<p>Progress Indicators for Writing W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>
Technology	<p>Core Idea Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.</p> <p>Performance Expectation 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p>

Music	Performance Expectations: 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	Performance Expectations: 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
5th grade	
English Language Arts	Progress Indicators for Writing W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly
Technology	Core Idea Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Performance Expectation 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Music	Performance Expectations: 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	Performance Expectations: 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
Accommodations and Modifications	
At Risk/Struggling Learners ● Spiral Learning	ELL ● Visuals are used

<ul style="list-style-type: none"> ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<ul style="list-style-type: none"> ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504
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Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vSHCawW0zhaYoKOV2foJKkUNAAjAzXM3bSTLILmqb9hbrEngaUqgyp-MLHOxlBWhBwdkKjC_FUbN4AT/pub

Deal School Curriculum
2020 New Jersey Student Learning Standards-Visual and Performing Arts
Media Arts Standards by the End of Grade 5

Artistic Process-RESPONDING

Desired Outcomes

Anchor Standard 7: Perceiving and analyzing products.

Practice: Perceive

Performance Expectations:

- 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.
- 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

Enduring Understandings

- An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

Essential Questions

- How do we analyze and react to media artworks?
- How do media artworks function to convey meaning and influence audience experience?

Learners will know...

- The steps to analyze a work of media art
- The identifying qualities including styles, methods and techniques of media arts
- Media arts can be used to address global issues, such as climate change

Learners will be able to....

- Analyze a work of media art
- Describe/ explain media artwork's various styles, methods and techniques
- Relate to climate change

Anchor Standard 8: Interpreting intent and meaning.

Practice: Interpret

Performance Expectations:

1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. 	<ul style="list-style-type: none"> ● How do people relate to and interpret media artworks? ● How can the viewer "read" a work of art as text? ● How does knowing and using arts vocabulary help us understand and interpret works of art?

Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Media artwork can be interpreted using personal experience ● Analysis of a media artwork can be shared ● Visual literacy skills can be used to read a work of media art like visual art and reading a text ● Art vocabulary such as the elements and principles of art can be used when viewing and creating works of media art 	<ul style="list-style-type: none"> ● Interpret a media artwork while making personal and cultural connections. ● React to a work of media art, sharing how it was interpreted. ● Use visual literacy skills to read a work of media art ● Utilize art vocabulary when creating a viewing media artwork

Anchor Standard 9: Applying criteria to evaluate products.

Practice: Evaluate

Performance Expectations:

1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. 	<ul style="list-style-type: none"> ● How and why do we value and judge media artworks? ● When and how should we evaluate and critique media artworks to improve them? ● How is a personal preference different from an evaluation?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Media artwork can be evaluated and critiqued using critique methods 	<ul style="list-style-type: none"> ● Evaluate a work of media art

<ul style="list-style-type: none"> ● Artwork can be improved through evaluation/ critique 	<ul style="list-style-type: none"> ● Use evaluation criteria to evaluate a media artwork, making suggestions for improvement
Suggested Learning Plan	
<ul style="list-style-type: none"> ● Warm Up (5 minutes) ● Introduction/ Class discussion (10 minutes) ● Guided Practice/Independent Practice (25 minutes) ● Closure/Check for Understanding (3 minutes) 	
Assessment Evidence	
<p>Formative Assessments- (Ongoing assessments during the learning period) including but not limited to-</p> <ul style="list-style-type: none"> ● Checklists- Observation ● Exit tickets ● Think Pair Share ● Progress reflections <p>Summative Assessments- (Assessment at the end of the learning period) including but not limited to-</p> <ul style="list-style-type: none"> ● Project specific rubrics ● Reflections ● Small quizzes <p>Alternative Assessments- Including but not limited to-</p> <ul style="list-style-type: none"> ● Portfolios <p>Performance Tasks- (Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-</p> <ul style="list-style-type: none"> ● Completed work ● Selecting work for display ● Project challenges 	
Instructional/Learning Resources	
District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts 	<p>Online Resources- Including but not limited to-</p> <p>Seesaw</p>

<ul style="list-style-type: none"> ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Youtube Online web pages- NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education</p> <p>Books- Including but not limited to- -Variety Picture Books -<i>Media Arts</i>, School Arts Collections, Davis</p> <p>Various teacher-created resources including slides, handouts and reference materials.</p>
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**Social and Emotional Learning
Enduring Understanding and Questions from [NJ SEL Arts](#)**

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts 	<p>EU: Understanding an artist’s intent helps the viewer relate their own thoughts and feelings to artistic works. 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? EQ: Why is it important to have self-confidence when responding to artistic works?</p>

<p>Social Awareness</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of the expectations for social interactions in a variety of setting 	<p>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?</p>
<p>Responsible Decision-Making</p> <ul style="list-style-type: none"> ● Develop, implement and model effective problem solving and critical thinking skills 	<p>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?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 5
Civic Financial Responsibility

Core Ideas:	Performance Expectations:
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5
Career Awareness and Planning

Core Ideas:	Performance Expectations:
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	<ul style="list-style-type: none"> ● 9.2.5.CAP.2: Identify how you might like to earn an income. ● 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations

9.4 Life Literacies and Key Skills by the End of Grade 5
Creativity and Innovation

Core Ideas:	Performance Expectations:
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Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)
Digital Citizenship	
Core Ideas:	Performance Expectations:
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source	<ul style="list-style-type: none"> • 9.4.5.DC.1: Explain the need for and use of copyrights. • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
Technology Literacy	
Core Idea	Performance Expectation
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	Collaborating digitally as a team can often develop a better artifact than an individual working alone.
Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Interdisciplinary Connections/Cross Curricular Opportunities	
3rd grade	
English Language Arts	Progress Indicators for Writing W.3.3. Write narratives to develop real or imagined experiences or events using

	narrative technique, descriptive details, and clear event sequences.
Technology	<p>Core Idea Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.</p> <p>Performance Expectation 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p>
Music	<p>Performance Expectations: 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context</p>
Visual Art	<p>Performance Expectations: 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</p>
4th grade	
English Language Arts	<p>Progress Indicators for Writing W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>
Technology	<p>Core Idea Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.</p> <p>Performance Expectation 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p>
Music	<p>Performance Expectations:</p>

	1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	Performance Expectations: 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
5th grade	
English Language Arts	Progress Indicators for Writing W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly
Technology	Core Idea Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Performance Expectation 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Music	Performance Expectations: 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	Performance Expectations: 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
Accommodations and Modifications	
At Risk/Struggling Learners <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ 	ELL <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary

- skills
- Visual Models
 - Restating and Re phrasing Directions
 - Small group instruction
 - Use of adaptive tools and manipulatives
 - Modeling
 - Differentiated Instruction

G&T Enrichment

- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

- Activate prior knowledge
- Modeling
- Technology assistance- Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vSHCawW0zhaYoKOV2foJKkUNAAjAzXM3bSTLILmqb9hbrEngaUggyp-MLHOxlBWhBwdkKjC_FUbN4AT/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Media Arts Standards by the End of Grade 5

Artistic Process-CONNECTING

Desired Outcomes

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Practice: Synthesize

Performance Expectations:

- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.
- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

Enduring Understandings

Through creating media artworks, people make meaning by investigating and developing an awareness of culture and experiences.

Essential Questions

- How does engaging in creating media artworks enrich people's lives?
- How does making media artworks attune people to their surroundings?

	<ul style="list-style-type: none"> ● How do media artworks contribute to an awareness and understanding of our lives and communities?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Media artworks can contribute to an awareness of culture and experiences. 	<ul style="list-style-type: none"> ● Use media artworks to enrich others lives
<p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p>Practice: Relate</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics). ● 1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy. 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Understanding connections to varied contexts and daily life enhances a media artist's work. 	<ul style="list-style-type: none"> ● 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 mirror aspects of life? ● How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Various historical and cultural works of media arts 	<ul style="list-style-type: none"> ● Relate to various works of media art ● View historical and cultural works of media arts
Suggested Learning Plan	
<ul style="list-style-type: none"> ● Warm Up (5 minutes) ● Introduction/ Class discussion (10 minutes) 	

- Guided Practice/Independent Practice (25 minutes)
- Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Exit tickets
- Think Pair Share
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-

Including but not limited to-

- Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Online Resources- Including but not limited to-</p> <p>Seesaw Youtube Online web pages- NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning</p>

	<p>Media Arts- Digital Artists- The Art of Education</p> <p>Books- Including but not limited to- -Varied Picture Books -<i>Media Arts</i>, School Arts Collections, Davis</p> <p>Various teacher-created resources including slides, handouts and reference materials.</p>
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**Social and Emotional Learning
Enduring Understanding and Questions from [NJ SEL Arts](#)**

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize the importance of self-confidence in handling daily tasks and challenges 	<p>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 handling daily artistic tasks build self-awareness?</p>
<p>Self-Management</p> <ul style="list-style-type: none"> ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals 	<p>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?</p>
<p>Social Awareness</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 	<p>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. EQ: How does engaging in the arts cultivate and demonstrate awareness of the various differences among individuals?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 5 Civic Financial Responsibility

Core Ideas:

You can give back in areas that matter to you.

Performance Expectations:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5 Career Awareness and Planning

Core Ideas:

An individual's passions, aptitude and skills can affect his/her employment and earning potential.

Performance Expectations:

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations

9.4 Life Literacies and Key Skills by the End of Grade 5 Creativity and Innovation

Core Ideas:

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

Performance Expectations:

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)

Digital Citizenship

Core Ideas:	Performance Expectations:
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source	<ul style="list-style-type: none"> • 9.4.5.DC.1: Explain the need for and use of copyrights. • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

Technology Literacy

Core Idea	Performance Expectation
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	Collaborating digitally as a team can often develop a better artifact than an individual working alone.

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections/Cross Curricular Opportunities

3rd grade	
English Language Arts	Progress Indicators for Writing W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

Technology	<p>Core Idea Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.</p> <p>Performance Expectation 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p>
Music	<p>Performance Expectations: 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context</p>
Visual Art	<p>Performance Expectations: 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</p>
4th grade	
English Language Arts	<p>Progress Indicators for Writing W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>
Technology	<p>Core Idea Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.</p> <p>Performance Expectation 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p>
Music	<p>Performance Expectations: 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions</p>

	to express intent. Explain connection to purpose and context
Visual Art	Performance Expectations: 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
5th grade	
English Language Arts	Progress Indicators for Writing W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly
Technology	Core Idea Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Performance Expectation 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Music	Performance Expectations: 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	Performance Expectations: 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
Accommodations and Modifications	
At Risk/Struggling Learners <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ 	ELL <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary

<p>skills</p> <ul style="list-style-type: none"> ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<ul style="list-style-type: none"> ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504
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Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vSHCawW0zhaYoKOV2foJKkUNAAjAzXM3bSTLILmqb9hbrEngaUqgyp-MLHOxIBWhBwdkKjC_FUBN4AT/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Media Arts Standards by the End of Grade 8

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas.

Practice: Conceive

Performance Expectations:

- 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
- 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.	<ul style="list-style-type: none">● How do media artists generate ideas and formulate artistic intent?● How does collaboration expand and affect the creative process?● How can creative risks be encouraged?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none">● Imagination and creative thinking can be used to come up with ideas, goals and solutions for media artwork● Sketching, brainstorming a prototyping and improvising are parts of the creative process for media arts	<ul style="list-style-type: none">● Come up with ideas, goals and solutions for media artwork● Use sketching, brainstorming, prototyping, and improvising when creating media artwork● Create, organize and design ideas for media artwork● Use critique methods for plans, prototypes and production

<ul style="list-style-type: none"> ● Critiques helps to improve media artworks 	
<p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Practice: Develop</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions. ● 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent. 	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> ● Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning. 	<ul style="list-style-type: none"> ● How do media artists work? ● How do media artists and designers determine whether a particular direction in their work would be effective? ● How do media artists learn from trial and error?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● The elements and principles of art, music skills, and technology skills can be used in media arts productions ● Plans and ideas can be critiqued during the production process ● Media artists and their roles/ jobs 	<ul style="list-style-type: none"> ● Use design process along with music and technology skills to create media art productions ● Analyze and learn about professional media artists ● Critique plans and ideas during the production process ● Discuss media artists' roles/ jobs
<p>Anchor Standard 3: Refining and completing products.</p> <p>Practice: Construct</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions. ● 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective. ● 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context. 	

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks. 	<ul style="list-style-type: none"> ● How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? ● How do media artists improve/refine their work?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Multimedia artworks convey meaning ● Works of multimedia art can be improved, refined and revised throughout the process 	<ul style="list-style-type: none"> ● Integrate other content areas into media artworks ● Create media artworks that communication a meaning ● Improve and refine media artwork throughout the process
Suggested Learning Plan	
<ul style="list-style-type: none"> ● Warm Up (5 minutes) ● Introduction/ Class discussion (10 minutes) ● Guided Practice/Independent Practice (25 minutes) ● Closure/Check for Understanding (3 minutes) 	
Assessment Evidence	
<p>Formative Assessments- (Ongoing assessments during the learning period) including but not limited to-</p> <ul style="list-style-type: none"> ● Checklists- Observation ● Exit tickets ● Think Pair Share ● Progress reflections <p>Summative Assessments- (Assessment at the end of the learning period) including but not limited to-</p> <ul style="list-style-type: none"> ● Project specific rubrics ● Reflections ● Small quizzes <p>Alternative Assessments- Including but not limited to-</p> <ul style="list-style-type: none"> ● Portfolios <p>Performance Tasks-</p>	

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Online Resources- Including but not limited to-</p> <p>Seesaw Youtube Online web pages-</p> <p>Sample Student Media work NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education</p> <p>Books- Including but not limited to-</p> <p>-Varied Picture Books -Media Arts, School Arts Collections, Davis</p> <p>Various teacher-created resources including slides, handouts and reference materials.</p>

LGBTQ+, Inclusion/ Disabilities

LGBTQ+ and Inclusion/Disabilities

- [Celebrating Pride Month in Tech](#)
- [The Art of Education](#)
- [Digital Artists](#)
- [Famous People with Disabilities](#)
- [LGBTQ+ Jazz Musicians](#)

- [10 inspiring LGBTQ+ tech leaders](#)
- [Garden State Equality Education Resources](#)
- [Re-Thinking Disability in Tech](#)

Social and Emotional Learning
Enduring Understanding and Questions from [NJ SEL Arts](#)

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts 	<p>EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.</p> <p>EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</p>
<p>Self-Management</p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts and behaviors 	<p>EU: Emotions, thoughts, and behaviors impact the creative process and artists utilize strategies to manage their emotions when refining artistic work.</p> <p>EQ: How do different strategies for managing one’s emotions affect the creative process?</p>
<p>Social Awareness</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of the need for mutual respect when viewpoints differ 	<p>EU: Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist's intent.</p> <p>EQ: When do the differences among individuals, groups and others' cultural background influence the creative process?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
 Civic Financial Responsibility

Core Ideas:	Performance Expectations:
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors
9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8 Career Awareness and Planning	
Core Ideas:	Performance Expectations:
Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
9.4 Life Literacies and Key Skills by the End of Grade 8 Creativity and Innovation	
Core Ideas:	Performance Expectations:
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	<ul style="list-style-type: none"> • 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
Digital Citizenship	
Core Ideas:	Performance Expectations:
Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys
Technology Literacy	
Core Idea	Performance Expectation

Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
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Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
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Impacts of Computing Advancements in computing technology can change individuals' behaviors	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
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Computing Systems Software and hardware determine a computing system's capability to store and process information. The design or selection of a computing system involves multiple considerations and potential trade-offs.	8.1.8.CS.3: Justify design decisions and explain potential system trade-offs
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Interdisciplinary Connections/Cross Curricular Opportunities

6th grade

English Language Arts	Progress Indicators for Writing W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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Music	Performance Expectations: 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
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Technology	Core Idea
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	<p>Impacts of Computing Advancements in computing technology can change individuals' behaviors</p> <p>Performance Expectation 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</p>
Visual Art	<p>Performance Expectations: 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</p>
7th grade	
English Language Arts	<p>Progress Indicators for Writing W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>
Music	<p>Performance Expectations: 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</p>
Technology	<p>Core Idea Impacts of Computing Advancements in computing technology can change individuals' behaviors</p> <p>Performance Expectation 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</p>

<p>Visual Art</p>	<p>Performance Expectations: 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</p>
<p>8th grade</p>	
<p>English Language Arts</p>	<p>Progress Indicators for Writing W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
<p>Music</p>	<p>Performance Expectations: 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences</p>
<p>Technology</p>	<p>Core Idea Computing Systems Software and hardware determine a computing system’s capability to store and process information. The design or selection of a computing system involves multiple considerations and potential trade-offs. Performance Expectation 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs</p>
<p>Visual Art</p>	<p>Performance Expectations: 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process</p>
<p style="text-align: center;">Accommodations and Modifications</p>	
<p>At Risk/Struggling Learners</p>	<p>ELL</p>

- Spiral Learning
- Pre-teach and reteach concepts/skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment

- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance- Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vRX4NBN0l121Nna_eVnQV9K7lrfx5uTJ_p5Iy-0Yz5m5WXNA9rMweaPsZpHw5jx004GtTILzWEMHo04/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Media Arts Standards by the End of Grade 8

Artistic Process-Producing

Desired Outcomes

Anchor Standard 4: Selecting, analyzing and interpreting work.

Practice: Practice

Performance Expectations:

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theater).

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.	<ul style="list-style-type: none">● How are complex media arts experiences constructed?● At what point is a work considered "complete"?
Learners will know...	Learners will be able to....

<ul style="list-style-type: none"> ● There are multiple forms to create media art work such as film, photography, video, audio, computer/digital art, and interactive media. 	<ul style="list-style-type: none"> ● Use, be exposed to, implement, and experiment with multiple forms to create media art ● Create a unified artwork using multiple media contents ● Determine when works of media art are complete
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Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practice: Integrate

Performance Expectations:

- 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

- 1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.

- 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Media artists require a range of skills and abilities to creatively solve problems. 	<ul style="list-style-type: none"> ● How are creativity and innovation developed within and through media arts productions? ● How do media artists use various tools and techniques?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● There are a number of skill sets needed to create film, photography, video, audio, computer/digital art, and interactive media. ● Creativity and innovation are used in media arts productions ● Tools and materials have safety procedures to be used appropriately 	<ul style="list-style-type: none"> ● Create works of media art using film, photography, video, audio, computer/digital art, and interactive media. ● Use creativity and innovation in media arts productions ● Use various tools and techniques safely and appropriately

Anchor Standard 6: Conveying meaning through art.

Practice: Present

<p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks. ● 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks. 	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> ● Media artists present, share and distribute media artworks through various social, cultural and political contexts. 	<ul style="list-style-type: none"> ● How do time, place, audience, and context affect presenting or performing choices for media artworks? ● How can presenting or sharing media artworks in a public format help a media artist learn and grow? ● Why do various venues exist for presenting, sharing or distributing media artworks?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Analysis skills when analyzing various presentation formats of media artworks ● Benefits of presenting media artworks 	<ul style="list-style-type: none"> ● Present, analyze and design various presentation formats of media artworks ● Present media artwork to others
<p>Suggested Learning Plan</p>	
<ul style="list-style-type: none"> ● Warm Up (5 minutes) ● Introduction/ Class discussion (10 minutes) ● Guided Practice/Independent Practice (25 minutes) ● Closure/Check for Understanding (3 minutes) 	
<p>Assessment Evidence</p>	
<p>Formative Assessments- (Ongoing assessments during the learning period) including but not limited to-</p> <ul style="list-style-type: none"> ● Checklists- Observation ● Exit tickets ● Think Pair Share ● Progress reflections 	
<p>Summative Assessments-</p>	

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-

Including but not limited to-

- Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none">● 2020 New Jersey Student Learning Standards- Visual and Performing Arts● Think and Do Workbook for Arts Integration, NJPSA	<p>Online Resources- Including but not limited to-</p> <p>Seesaw Youtube Online web pages-</p> <p>Sample Student Media work NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education</p> <p>Books- Including but not limited to-</p> <p>-Varied Picture Books -<i>Media Arts</i>, School Arts Collections, Davis</p> <p>Various teacher-created resources including slides, handouts and reference materials.</p>

LGBTQ+, Inclusion/ Disabilities	
<p>LGBTQ+ and Inclusion/Disabilities</p> <ul style="list-style-type: none"> ● <u>Celebrating Pride Month in Tech</u> ● <u>The Art of Education</u> ● <u>Digital Artists</u> ● <u>Famous People with Disabilities</u> ● <u>LGBTQ+ Jazz Musicians</u> ● <u>10 inspiring LGBTQ+ tech leaders</u> ● <u>Garden State Equality Education Resources</u> ● <u>Re-Thinking Disability in Tech</u> 	
Social and Emotional Learning Enduring Understanding and Questions from <u>NJ SEL Arts</u>	
SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self Awareness Recognize the impact of one’s feelings and thoughts on one’s own behavior</p>	<p>EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.</p> <p>EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?</p>

<p>Self Management</p> <p>Recognize the skills needed to establish and achieve personal and educational goals</p>	<p>EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning.</p> <p>EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?</p>
<p>Responsible Decision-Making</p> <p>Develop, implement and model effective problem solving and critical thinking skills</p>	<p>EU: Artists develop practices for decision making that enable them to realize their creative work in constructive ways.</p> <p>EQ: How do artists use problem solving and critical thinking skills to impact the quality of their presentation/ performance/ production?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
Civic Financial Responsibility

Core Ideas:	Performance Expectations:
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.4 Life Literacies and Key Skills by the End of Grade 8
Creativity and Innovation

Core Ideas:	Performance Expectations:
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Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	<ul style="list-style-type: none"> • 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
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Digital Citizenship

Core Ideas:	Performance Expectations:
Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys

Technology Literacy

Core Idea	Performance Expectation
Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Impacts of Computing Advancements in computing technology can change individuals' behaviors	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Computing Systems Software and hardware determine a computing system's capability to store and process information. The design or selection of a computing system involves multiple considerations and potential trade-offs.	8.1.8.CS.3: Justify design decisions and explain potential system trade-offs

Interdisciplinary Connections/Cross Curricular Opportunities

6th grade

English Language Arts

Progress Indicators for Writing
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Music

Performance Expectations:
1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.

Technology

Core Idea
Impacts of Computing Advancements in computing technology can change individuals' behaviors
Performance Expectation
8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

Visual Art

Performance Expectations:
1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

7th grade

English Language Arts

Progress Indicators for Writing
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

Music	Performance Expectations: 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
Technology	Core Idea Impacts of Computing Advancements in computing technology can change individuals' behaviors Performance Expectation 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Visual Art	Performance Expectations: 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
8th grade	
English Language Arts	Progress Indicators for Writing W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Music	Performance Expectations: 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences
Technology	Core Idea Computing Systems Software and hardware determine a computing system's capability to store and

	<p>process information. The design or selection of a computing system involves multiple considerations and potential trade-offs.</p> <p>Performance Expectation 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs</p>
<p>Visual Art</p>	<p>Performance Expectations:</p> <p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process</p>
<p>Accommodations and Modifications</p>	
<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vRX4NBN0l121Nna_eVnQV9K7lrfx5uTJ_p5Iy-0Yz5m5WXNA9rMweaPsZpHw5jx004GtTILzWEMHo04/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Media Arts Standards by the End of Grade 8

Artistic Process-Responding

Desired Outcomes

Anchor Standard 7: Perceiving and analyzing products

Practice: Perceive

Performance Expectations:

- 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.

● 1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. 	<ul style="list-style-type: none"> ● How do we analyze and react to media artworks? ● How do media artworks function to convey meaning and influence audience experience?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● The steps to analyze a media artwork ● When comparing, contrastic and analyzing various media artwork to perceive it's audience experience 	<ul style="list-style-type: none"> ● Analyze and react to media artwork ● Perceive meaning of media artworks function

Anchor Standard 8: Interpreting intent and meaning.

Practice: Interpret

Performance Expectations:

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. Analysis of media artworks provides clues to their expressive intent. 	<ul style="list-style-type: none"> ● How do people relate to and interpret media artworks? ● How can the viewer "read" a work of art as text? ● How does knowing and using arts vocabulary help us understand and interpret works of art?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Art analysis skills ● Visual literacy strategies for analyzing a work of media art 	<ul style="list-style-type: none"> ● Analyze a variety of media art ● Use visual literacy strategies when analyzing

<ul style="list-style-type: none"> ● Specific vocabulary related to the media arts discipline 	<ul style="list-style-type: none"> ● Utilize and explain arts vocabulary when creating and viewing work
<p>Anchor Standard 9: Applying criteria to evaluate products.</p> <p>Practice: Evaluate</p> <p>Performance Expectations: 1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.</p>	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> ● Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. 	<ul style="list-style-type: none"> ● How and why do we value and judge media artworks? ● When and how should we evaluate and critique media artworks to improve them? ● How is a personal preference different from an evaluation?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Methods of creating effective goals throughout the creative process ● Strategies to evaluate their own and peer work ● Critique methodologies ● The role of personal preference when viewing work versus evaluation 	<ul style="list-style-type: none"> ● Throughout the creative process evaluate their works of media art, creating artistic goals throughout ● Evaluate their own and peer work ● Use critique methodologies on master and personal work ● Understand the difference between personal preference and evaluations
<p style="text-align: center;">Suggested Learning Plan</p>	
<ul style="list-style-type: none"> ● Warm Up (5 minutes) ● Introduction/ Class discussion (10 minutes) ● Guided Practice/Independent Practice (25 minutes) ● Closure/Check for Understanding (3 minutes) 	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Formative Assessments- (Ongoing assessments during the learning period) including but not limited to-</p> <ul style="list-style-type: none"> ● Checklists- Observation 	

- Exit tickets
- Think Pair Share
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-

Including but not limited to-

- Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Online Resources- Including but not limited to-</p> <ul style="list-style-type: none"> Seesaw Youtube Online web pages- Sample Student Media work NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education <p>Books- Including but not limited to-</p> <ul style="list-style-type: none"> -Varied Picture Books

	<p>-Media Arts, School Arts Collections, Davis</p> <p>Various teacher-created resources including slides, handouts and reference materials.</p>
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LGBTQ+, Inclusion/ Disabilities

<p>LGBTQ+ and Inclusion/Disabilities</p> <ul style="list-style-type: none"> ● Celebrating Pride Month in Tech ● The Art of Education ● Digital Artists ● Famous People with Disabilities ● LGBTQ+ Jazz Musicians ● 10 inspiring LGBTQ+ tech leaders ● Garden State Equality Education Resources ● Re-Thinking Disability in Tech

Social and Emotional Learning
Enduring Understanding and Questions from [NJ SEL Arts](#)

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness Recognize one’s personal traits, strengths and limitations</p>	<p>EU: Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works. EQ: How does the awareness of one’s thoughts and feelings influence how a viewer responds to artistic works?</p>
<ul style="list-style-type: none"> ● Social Awareness ● Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds 	<p>EU: Through interpretation and evaluation of artistic works, the thoughts, feelings, perspectives, and cultural differences among individuals and groups are recognized and acknowledged. 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?</p>

<ul style="list-style-type: none"> ● Responsible Decision-Making ● Develop, implement and model effective problem solving and critical thinking skills 	<p>EU: Artists consider the impact of critical thinking, and the perspective that is used to create an artistic work.</p> <p>EQ: How does responding to an artistic work develop the capacity to evaluate and think critically?</p>
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21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
Civic Financial Responsibility

Core Ideas:	Performance Expectations:
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.4 Life Literacies and Key Skills by the End of Grade 8
Creativity and Innovation

Core Ideas:	Performance Expectations:
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	<ul style="list-style-type: none"> • 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Digital Citizenship	
Core Ideas:	Performance Expectations:
Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys
Technology Literacy	
Core Idea	Performance Expectation
Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation
Impacts of Computing Advancements in computing technology can change individuals' behaviors	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Computing Systems Software and hardware determine a computing system's capability to store and process information. The design or selection of a computing system involves multiple considerations and potential trade-offs.	8.1.8.CS.3: Justify design decisions and explain potential system trade-offs
Interdisciplinary Connections/Cross Curricular Opportunities	
6th grade	
English Language Arts	Progress Indicators for Writing

	<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
<p>Music</p>	<p>Performance Expectations: 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</p>
<p>Technology</p>	<p>Core Idea Impacts of Computing Advancements in computing technology can change individuals' behaviors Performance Expectation 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</p>
<p>Visual Art</p>	<p>Performance Expectations: 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</p>
<p>7th grade</p>	
<p>English Language Arts</p>	<p>Progress Indicators for Writing W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>
<p>Music</p>	<p>Performance Expectations: 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded</p>

	forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
Technology	<p>Core Idea Impacts of Computing Advancements in computing technology can change individuals' behaviors</p> <p>Performance Expectation 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</p>
Visual Art	<p>Performance Expectations: 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</p>
8th grade	
English Language Arts	<p>Progress Indicators for Writing W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
Music	<p>Performance Expectations: 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences</p>
Technology	<p>Core Idea Computing Systems Software and hardware determine a computing system's capability to store and process information. The design or selection of a computing system involves multiple considerations and potential trade-offs.</p>

	<p>Performance Expectation 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs</p>
<p>Visual Art</p>	<p>Performance Expectations: 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process</p>
<p>Accommodations and Modifications</p>	
<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504
<p>Pacing Guide</p>	

https://docs.google.com/document/d/e/2PACX-1vRX4NBN0l121Nna_eVnQV9K7lrfx5uTJ_p5Iy-OYz5m5WXNA9rMweaPsZpHw5jx004GtTILzWEMHo04/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Media Arts Standards by the End of Grade 8

Artistic Process-Connecting

Desired Outcomes

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Practice: Synthesize

Performance Expectations:

- 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.
- 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

Enduring Understandings

- Through creating media artworks, people make meaning by investigating and developing an

Essential Questions

- How does engaging in creating media artworks enrich people's lives?

<p>awareness of culture and experiences.</p>	<ul style="list-style-type: none"> ● How does making media artworks attune people to their surroundings? ● How do media artworks contribute to an awareness and understanding of our lives and communities?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Historical and cultural influences of of media arts 	<ul style="list-style-type: none"> ● Describe and identify key components of media arts history and cultural influences
<p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p>Practice: Relate</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works). ● 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy). 	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> ● Understanding connections to varied contexts and daily life enhances a media artist's work. 	<ul style="list-style-type: none"> ● 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 mirror aspects of life? ● How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● The role fair use, copyright, ethics and media literacy plays in media literacy ● Media arts history 	<ul style="list-style-type: none"> ● Use fair use, copyright, ethics and media literacy when creating media works ● Identify and explain key elements of media arts history

	<ul style="list-style-type: none"> ● Connect media arts to other arts, disciplines and contexts
Suggested Learning Plan	
<ul style="list-style-type: none"> ● Warm Up (5 minutes) ● Introduction/ Class discussion (10 minutes) ● Guided Practice/Independent Practice (25 minutes) ● Closure/Check for Understanding (3 minutes) 	
Assessment Evidence	
<p>Formative Assessments- (Ongoing assessments during the learning period) including but not limited to-</p> <ul style="list-style-type: none"> ● Checklists- Observation ● Exit tickets ● Think Pair Share ● Progress reflections <p>Summative Assessments- (Assessment at the end of the learning period) including but not limited to-</p> <ul style="list-style-type: none"> ● Project specific rubrics ● Reflections ● Small quizzes <p>Alternative Assessments- Including but not limited to-</p> <ul style="list-style-type: none"> ● Portfolios <p>Performance Tasks- (Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-</p> <ul style="list-style-type: none"> ● Completed work ● Selecting work for display ● Project challenges 	
Instructional/Learning Resources	
District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts 	<p>Online Resources- Including but not limited to-</p> <p>Seesaw</p>

<ul style="list-style-type: none"> ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Youtube</p> <p>Online web pages-</p> <p>Sample Student Media work</p> <p>NJ SEL Arts-Create</p> <p>Why Media Art Education Matters</p> <p>Media Arts- Davis Arts</p> <p>Media Arts- Davis Arts</p> <p>Media Arts Toolkit- PBS Learning</p> <p>Media Arts- Digital Artists- The Art of Education</p> <p>Books-</p> <p>Including but not limited to-</p> <ul style="list-style-type: none"> -Varied Picture Books -<i>Media Arts</i>, School Arts Collections, Davis <p>Various teacher-created resources including slides, handouts and reference materials.</p>
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LGBTQ+, Inclusion/ Disabilities

<p>LGBTQ+ and Inclusion/Disabilities</p> <ul style="list-style-type: none"> ● Celebrating Pride Month in Tech ● The Art of Education ● Digital Artists ● Famous People with Disabilities ● LGBTQ+ Jazz Musicians ● 10 inspiring LGBTQ+ tech leaders ● Garden State Equality Education Resources ● Re-Thinking Disability in Tech 	
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Social and Emotional Learning
Enduring Understanding and Questions from [NJ SEL Arts](#)

<p>SEL Competency and SEL Sub-Competency</p>	<p>Enduring Understanding/ Essential Questions</p>
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<p>Self-Awareness Recognize the importance of self-confidence in handling daily tasks and challenges</p>	<p>EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?</p>
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<p>Social Awareness Demonstrate an understanding of the need for mutual respect when viewpoints differ</p>	<p>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?</p>
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21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
Civic Financial Responsibility

Core Ideas:	Performance Expectations:
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Developing and implementing an action plan is an essential step for achieving one's personal and professional goals	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.4 Life Literacies and Key Skills by the End of Grade 8
Creativity and Innovation

Core Ideas:	Performance Expectations:
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Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	<ul style="list-style-type: none"> • 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
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Digital Citizenship

Core Ideas:	Performance Expectations:
Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys

Technology Literacy

Core Idea	Performance Expectation
Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Impacts of Computing Advancements in computing technology can change individuals' behaviors	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Computing Systems Software and hardware determine a computing system's capability to store and process information. The design or selection of a computing system involves multiple considerations and potential trade-offs.	8.1.8.CS.3: Justify design decisions and explain potential system trade-offs

Interdisciplinary Connections/Cross Curricular Opportunities

6th grade

English Language Arts

Progress Indicators for Writing
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Music

Performance Expectations:
1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.

Technology

Core Idea
Impacts of Computing Advancements in computing technology can change individuals' behaviors
Performance Expectation
8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

Visual Art

Performance Expectations:
1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

7th grade

English Language Arts

Progress Indicators for Writing
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

Music	Performance Expectations: 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
Technology	Core Idea Impacts of Computing Advancements in computing technology can change individuals' behaviors Performance Expectation 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Visual Art	Performance Expectations: 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
8th grade	
English Language Arts	Progress Indicators for Writing W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Music	Performance Expectations: 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to

	document personal rhythmic phrases, melodic phrases and harmonic sequences
Technology	<p>Core Idea Computing Systems Software and hardware determine a computing system’s capability to store and process information. The design or selection of a computing system involves multiple considerations and potential trade-offs.</p> <p>Performance Expectation 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs</p>
Visual Art	<p>Performance Expectations:</p> <p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process</p>
Accommodations and Modifications	
<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications

- for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vRX4NBN0l121Nna_eVnQV9K7lrfx5uTl_p5Iy-0Yz5m5WXNA9rMweaPsZpHw5jx004GtTILzWEMHo04/pub

Deal School Curriculum	
2020 New Jersey Student Learning Standards	
Visual and Performing Arts	
1.3A General Music Standards by Grade 2	
Desired Outcomes Creating	
<p>Anchor Standard 1: Generating and Conceptualizing Ideas Practice: Imagine Performance Expectations: 1.3A.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p>Anchor Standard 2: Organizing and developing ideas Practices: Plan, Make Performance Expectations: 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</p> <p>Anchor Standard 3: Organizing and developing ideas Practices: Evaluate, Refine Performance Expectations: 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music. 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.</p>	
Enduring Understandings	Essential Questions
<p>Anchor Standard 1</p> <ul style="list-style-type: none"> ● The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. <p>Anchor Standard 2</p> <ul style="list-style-type: none"> ● Musicians' creative choices are influenced by their expertise, context and expressive intent. <p>Anchor Standard 3</p>	<p>Anchor Standard 1</p> <ul style="list-style-type: none"> ● How do musicians generate creative ideas? <p>Anchor Standard 2</p> <ul style="list-style-type: none"> ● How do musicians make creative decisions? <p>Anchor Standard 3</p> <ul style="list-style-type: none"> ● How do musicians improve the quality of their creative work?

<ul style="list-style-type: none"> ● Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. 	
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Learners will know...	Learners will be able to....
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<ul style="list-style-type: none"> ● Composers use forms to help organize creative ideas. ● Composers explore new rhythmic and melodic ideas. ● Personal music is influenced by a variety of preferences. ● Musicians create music for a specific purpose and audience. 	<ul style="list-style-type: none"> ● Identify and compose in AB, ABA and rondo form and recognize and understand the repeat sign. ● Create expressive elements to add to poems, speech pieces, stories and songs. ● Use graphics, iconic notation or standard notation to generate new ideas. ● Recognize how a variety of composers were influenced in their compositions. ● Create compositions using notation or technology such as composing platforms with premade loops that reflect students' personal creative choices. ● Use teacher feedback, peer feedback and personal reflection to evaluate and refine compositions and produce a quality original composition.
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Assessment Evidence

<p>Formative Concert Self Assessment Reflections Composition Assignments Visual Teacher observation of student movement Aural Teacher evaluation</p> <p>Summative Quaver Curriculum assessment response sheets Vocal/Instrumental rubric specific performance assessments Written responses to listening examples</p> <p>Alternative Rubric specific projects</p>
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Rubric specific performance

Suggested Learning Plan

5 minutes vocal or other warm-up and Do Now activity
10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching
10-15 minutes whole or small group activity related
2-5 minute closing activity and/or assessment

Suggested Learning Resources

Quaver's Marvelous World of Music
Seesaw
Chrome Music Lab
Garageband
Soundtrap
Brainpop
www.classicsforkids.com
www.quavermusic.com
www.musictheory.net
www.sfskids.com
www.nyphilkids.org
www.therhythmtrainer.com

Pacing Guide

Kindergarten

https://docs.google.com/document/d/e/2PACX-1vR59QPAB-gAU3Ttw5Sf9OiumHi_GMbm7IcFQBEVQZ3Ak5F6KCQGCTwVG7bp6MHJv1BS2uA-HvnLpM4Z/pub

Grade 1

<https://docs.google.com/document/d/e/2PACX-1vRnrV3ZiQpLashFkQEb3a451G8CumCXr-QjIXjbcy3CpL3qwfHBeiaOIA8YWxhRBFcdZNC6yRvop-gY/pub>

Grade 2

https://docs.google.com/document/d/e/2PACX-1vSRcSkFrieMYcUkjfXS10rX3c9ZH298sUGYBXVSYeoAvhd4blH9_bdkXcI5U1Xss1bK7S4jDUcYRY4E/pub

21st Century Themes and Skills

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using culture global competence.

Interdisciplinary Connections/Cross Curricular Opportunities

1. 6.1A Grade 4 CPI 14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
2. 6.1A Grade 4 CPI 15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
3. 6.1B Grade 4 CPI 1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
4. 6.1B Grade 4 CPI 2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
5. 6.1B Grade 4 CPI 6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6. 6.1D Grade 4 CPI 20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
7. 1.1-11 Grade 1 CPI DCI-1 Sound can make matter vibrate, and vibrating matter can make sound.
8. 3.21 Grade 2 CPI RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
9. 3.21 Grade K CPI RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
10. 3.21 Grade K CPI RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
11. 3.22 Grade 1 CPI RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
12. 3.22 Grade 2 CPI RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
13. 3.31 Grade 1 CPI RI.1.2 Identify the main topic and retell key details of a text.
14. 3.31 Grade K CPI RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
15. 3.32 Grade 1 CPI RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
16. 3.32 Grade K CPI RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
17. 3.72 Grade K CPI NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
18. 3.82 Grade K CPI SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

19. 4.4A Grade K CPI 2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

20. 4.4B Grade K CPI 3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.3

Integration of Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.2.2.A.1 Define products produced as a result of technology or of nature

8.2.2.B.1 Identify how technology impacts or improves life.

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of music and/or musicians to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher
 Student may request to use a computer to complete assignments.
 Establish expectations for correct spelling on assignments.
 Extra textbooks for home.
 Student may request books on tape / CD / digital media, as available and appropriate.
 Assign a peer helper in the class setting
 Provide oral reminders and check student work during independent work time
 Assist student with long and short term planning of assignments
 Encourage student to proofread assignments and tests
 Provide regular parent/ school communication
 Teachers will check/sign student agenda daily
 Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.
 Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
 Provide the student with clearly stated (written) expectations and grading criteria for assignments.
 Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.
 Student may take/complete tests in an alternate setting as needed.
 Restate, reread, and clarify directions/questions
 Distribute study guide for classroom tests.
 Establish procedures for accommodations / modifications for assessments.

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.3A General Music Standards by Grade 2
Desired Outcomes Performing
Anchor Standard 4: Selecting, analyzing and interpreting work. Practices: Select, Analyze, Interpret Performance Expectations:

1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practices: Rehearse, Evaluate, Refine

Performance Expectations:

1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.

1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.

1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.

1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

Anchor Standard 6: Conveying meaning through art.

Practice: Present

Performance Expectations:

1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.

1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

Enduring Understandings	Essential Questions
<p>Anchor Standard 4</p> <ul style="list-style-type: none"> ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. <p>Anchor Standard 5</p> <ul style="list-style-type: none"> ● To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. <p>Anchor Standard 6</p> <ul style="list-style-type: none"> ● Musicians judge performance based on criteria that vary across time, place and cultures. The 	<p>Anchor Standard 4</p> <ul style="list-style-type: none"> ● How do performers select repertoire? <p>Anchor Standard 5</p> <ul style="list-style-type: none"> ● How do musicians improve the quality of their performance? <p>Anchor Standard 6</p> <ul style="list-style-type: none"> ● When is a performance judged ready to present? ● How do context and the manner in which musical work is presented influence audience response?

<p>context and how a work is presented influence audience response.</p>	
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● The presence of beat is in music and the world around us. ● The voice is an instrument and can be used in different ways. ● Melodic direction affects musical experience. Pitch can be high/low and can move up and down. ● Rhythm can be felt best when we sing, play instruments, or move to music with a steady beat. ● Music contains different patterns and meters. ● Dynamics are an expressive component of music that creates interest. ● Tempo is an expressive component of music that creates interest. ● Musicians prepare performances for a specific purpose and target audience. 	<ul style="list-style-type: none"> ● Identify and express a steady beat through singing, moving and playing. ● Identify and distinguish between strong and weak beats through singing, moving and playing. ● Distinguish between whisper, talk, shout and sing and demonstrate proper breathing techniques and vocal production. ● Experience and identify melodic patterns and direction (using iconic or standard notation) through listening, singing, playing and composing. Identify the home tone. ● Sing and perform songs (including partner songs and rounds) from a variety of genres, times and cultures. ● Sing, move, play and perform rhythms (standard or iconic notation) up to duration of half note and half rest. ● Recognize and perform musical activities related to meters of 2, 3 or 4. ● Identify dynamic contrast and demonstrate through singing, movement, playing and performing. Recognize terms such as piano, forte, crescendo and decrescendo and apply to listening and performing activities. ● Demonstrate understanding of tempos in music and all around us through singing, playing, moving and performing. ● Rehearse and perform music for various types of concerts and

	audiences (e.g. winter concert, halloween concert). Reflect on progress and identify specific technical improvements that need to be mastered before the performance.
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Assessment Evidence

<p>Formative Concert Self Assessment Reflections Visual Teacher observation of student movement Aural Teacher evaluation of student vocal and/or instrumental performances</p> <p>Summative Quaver Curriculum assessment response sheets Google Forms assessment response sheets Vocal/Instrumental rubric specific performance assessments Written responses to listening examples Concerts and/or Showcases</p> <p>Alternative Rubric specific projects Rubric specific performance Written reflections on individual mastery of the musical material and the purpose of the concert if a student cannot attend.</p>
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Suggested Learning Plan

5 minutes vocal or other warm-up and Do Now activity 10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching 10-15 minutes whole or small group activity related 2-5 minute closing activity and/or assessment

Suggested Learning Resources

Quaver’s Marvelous World of Music Music K8 Music Express JW Pepper Seesaw www.quavermusic.com www.musictheory.net www.sfskids.com www.nyphilkids.org www.therhythmtrainer.com

Pacing Guide

Kindergarten

https://docs.google.com/document/d/e/2PACX-1vR59QPAB-gAU3Ttw5Sf9OiumHi_GMbm7IcFQBEVQZ3Ak5F6KCQGCTwVG7bp6MHJv1BS2uA-HvnLpM4Z/pub

Grade 1

<https://docs.google.com/document/d/e/2PACX-1vRnrV3ZiQpLashFkQEb3a451G8CumCXr-QjIXjbcy3CpL3qwfHBeiaOIA8YWxhRBFCdZNC6yRvop-gY/pub>

Grade 2

https://docs.google.com/document/d/e/2PACX-1vSRcskFrieMYcUkIfXS10rX3c9ZH298sUGYBXVSYeoAvhd4blH9_bdkXci5U1Xss1bK7S4jDUcYRY4E/pub

21st Century Themes and Skills

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using culture global competence.

Interdisciplinary Connections/Cross Curricular Opportunities

1. 6.1A Grade 4 CPI 14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
2. 6.1A Grade 4 CPI 15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
3. 6.1B Grade 4 CPI 1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
4. 6.1B Grade 4 CPI 2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
5. 6.1B Grade 4 CPI 6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6. 6.1D Grade 4 CPI 20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
7. 1.1-11 Grade 1 CPI DCI-1 Sound can make matter vibrate, and vibrating matter can make sound.

8. 3.21 Grade 2 CPI RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
9. 3.21 Grade K CPI RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
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20. 4.4B Grade K CPI 3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Integration of Technology

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.2.2.A.1 Define products produced as a result of technology or of nature
- 8.2.2.B.1 Identify how technology impacts or improves life.

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking

and writing prompts.

Exploration of music and/or musicians to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

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Deal School Curriculum	
2020 New Jersey Student Learning Standards	
Visual and Performing Arts	
1.3A General Music Standards by Grade 2	
Desired Outcomes	
Responding	
<p>Anchor Standard 7: Perceiving and analyzing products. Practices: Select, analyze Performance Expectations: 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p> <p>Anchor Standard 8: Interpreting intent and meaning. Practice: Interpret Performance Expectation: 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators’/performers’ expressive intent.</p> <p>Anchor Standard 9: Applying criteria to evaluate products. Practice: Evaluate Performance Expectation: 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.</p>	
Enduring Understandings	Essential Questions
<p>Anchor Standard 7</p> <ul style="list-style-type: none"> ● Individuals' selection of musical works is influenced by their interests, experiences, 	<p>Anchor Standard 7</p> <ul style="list-style-type: none"> ● How do individuals choose music to experience? How does understanding the structure and

<p>understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>Anchor Standard 8</p> <ul style="list-style-type: none"> ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. <p>Anchor Standard 9</p> <ul style="list-style-type: none"> ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 	<p>context of music inform a response?</p> <p>Anchor Standard 8</p> <ul style="list-style-type: none"> ● How do we discern the musical creators' and performers' expressive intent? <p>Anchor Standard 9</p> <ul style="list-style-type: none"> ● How do we judge the quality of musical work(s) and performance(s)?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● The elements of music are essential to how music is composed and experienced. ● Creators and performers use a variety of tools to compose music based on personal preference and personal influence. ● Composers use forms to help organize creative ideas. ● Understanding the context for a creators' decisions influences personal preferences. 	<ul style="list-style-type: none"> ● Identify the basic elements of music such as rhythm, melody, harmony, timbre, tempo, dynamics and form. ● Identify instrument families, create, play, improvise and perform on homemade instruments. Recognize different types of performing ensembles. Describe the role of technology in music creation. ● Identify and compose in AB, ABA and rondo form and recognize and understand the repeat sign. ● Students will compare and contrast music from a variety of sources. Students will study the Baroque period. Students will compare and contrast folk songs from various cultures and perform dances and movements. Students will identify music that is meaningful for a variety of cultural celebrations and other

purposes.

Assessment Evidence

Formative

Visual Teacher observation of student movement

Aural Teacher evaluation

Drawings or movement activities reflecting student understanding of how various instruments or expressive qualities are present in a musical selection.

Whole group discussion and sharing of music that is meaningful to them or their families and why.

Summative

Quaver Curriculum assessment response sheets

Presentations comparing various styles of music and explaining personal preferences

Performing songs and dances or movements from a variety of cultures and genres

Alternative

Rubric specific projects

Rubric specific performance

Suggested Learning Plan

5 minutes vocal or other warm-up and Do Now activity

10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching

10-15 minutes whole or small group activity related

2-5 minute closing activity and/or assessment

Suggested Learning Resources

Quaver's Marvelous World of Music

Seesaw

Chrome Music Lab

Google Arts and Culture Virtual Tours

Brainpop

[PBS Music](#)

www.quavermusic.com

www.sfskids.com

www.nyphilkids.org

www.classicsforkids.com

[Carnegie Hall Music Explorers](#)

Pacing Guide

Kindergarten

https://docs.google.com/document/d/e/2PACX-1vR59QPAB-gAU3Ttw5Sf9OiumHi_GMbm7IcFQBEVQZ3Ak5F6KCQGCTwVG7bp6MHJv1BS2uA-HvnLpM4Z/pub

Grade 1

<https://docs.google.com/document/d/e/2PACX-1vRnrV3ZiQpLashFkQEb3a451G8CumCXr-QjIXjbcy3CpL3qwfHBeiaOIA8YWxhRBFCdZNC6yRvop-gY/pub>

Grade 2

https://docs.google.com/document/d/e/2PACX-1vSRcskFrieMYcUkjfXS10rX3c9ZH298sUGYBXVSYeoAvhd4blH9_bdkXcI5U1Xss1bK7S4jDUcYRY4E/pub

21st Century Themes and Skills

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using culture global competence.

Interdisciplinary Connections/Cross Curricular Opportunities

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2. 6.1A Grade 4 CPI 15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
3. 6.1B Grade 4 CPI 1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
4. 6.1B Grade 4 CPI 2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
5. 6.1B Grade 4 CPI 6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6. 6.1D Grade 4 CPI 20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
7. 1.1-11 Grade 1 CPI DCI-1 Sound can make matter vibrate, and vibrating matter can make sound.
8. 3.21 Grade 2 CPI RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
9. 3.21 Grade K CPI RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

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20. 4.4B Grade K CPI 3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.3

Integration of Technology

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.2.2.A.1 Define products produced as a result of technology or of nature
- 8.2.2.B.1 Identify how technology impacts or improves life.

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of music and/or musicians to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

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Deal School Curriculum	
2020 New Jersey Student Learning Standards	
Visual and Performing Arts	
1.3A General Music Standards by Grade 2	
Desired Outcomes	
Connecting	
<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Practice: Interconnection Performance Expectations: 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Practice: Interconnection Performance Expectations: 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	
Enduring Understandings	Essential Questions
<p>Anchor Standard 10 and 11</p> <ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding 	<p>Anchor Standard 10</p> <ul style="list-style-type: none"> • How do musicians make meaningful connections to creating, performing, and responding? <p>Anchor Standard 11</p> <ul style="list-style-type: none"> • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Learners will know...	Learners will be able to....

<ul style="list-style-type: none"> ● Composers use forms to help organize creative ideas. ● Composers explore new rhythmic and melodic ideas. ● Musicians create music for a specific purpose and audience. ● Dynamics are an expressive component of music that creates interest. ● Tempo is an expressive component of music that creates interest. ● The elements of music are essential to how music is composed and experienced. ● Connections between music and the rest of the world and daily life are all around us. 	<ul style="list-style-type: none"> ● Identify and compose in AB, ABA and rondo form and recognize and understand the repeat sign. ● Create expressive elements to add to poems, speech pieces, stories and songs. ● Use graphics, iconic notation or standard notation to generate new ideas. ● Use teacher feedback, peer feedback and personal reflection to evaluate and refine compositions and produce a quality original composition. ● Identify dynamic contrast and demonstrate through singing, movement, playing and performing. Recognize terms such as piano, forte, crescendo and decrescendo and apply to listening and performing activities. ● Demonstrate understanding of tempos in music and all around us through singing, playing, moving and performing. ● Identify the basic elements of music such as rhythm, melody, harmony, timbre, tempo, dynamics and form. ● Identify specific ways that music influences daily lives by connecting music to personal experience, historical contexts, cultural contexts and to other subjects and disciplines.
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Assessment Evidence

<p>Formative Quaver Curriculum assessment response sheets Presentations comparing various styles of music and explaining personal preferences Identifying and listening to songs and dances or movements from a variety of cultures and genres</p> <p>Summative</p>
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Quaver Curriculum assessment response sheets
Written responses to listening examples
Projects in which students intentionally compose or select music that is a reflection of their personality, influences or personal preferences.

Alternative

Rubric specific projects
Rubric specific performance

Suggested Learning Plan

5 minutes vocal or other warm-up and Do Now activity
10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching
10-15 minutes whole or small group activity related
2-5 minute closing activity and/or assessment

Suggested Learning Resources

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Brainpop
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www.quavermusic.com
www.sfskids.com
www.nyphilkids.org
www.classicsforkids.com
[Carnegie Hall Music Explorers](#)

Pacing Guide

Kindergarten

https://docs.google.com/document/d/e/2PACX-1vR59QPAB-gAU3Ttw5Sf9OiumHi_GMbm7IcFQBEVQZ3Ak5F6KCQGCTwVG7bp6MHJv1BS2uA-HvnLpM4Z/pub

Grade 1

<https://docs.google.com/document/d/e/2PACX-1vRnrV3ZiQpLashFkQEb3a451G8CumCXr-Qj1Xjbcy3CpL3qwfHBeia0IA8YWxhRBFcdZNC6yRvop-gY/pub>

Grade 2

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Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

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Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of music and/or musicians to understand society and history.

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Provide assessments at a higher level of thinking

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Extra textbooks for home.

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Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Deal School Curriculum

2020 New Jersey Student Learning Standards

Visual and Performing Arts

1.3A General Music Standards by Grade 5

Desired Outcomes

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Practice: Imagine

Performance Expectations:

1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Anchor Standard 2: Organizing and developing ideas.

Practices: Plan, Make

Performance Expectations:

1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.

1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.

Anchor Standard 3: Refining and completing products.

Practices: Evaluate, Refine

Performance Expectations:

1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.

1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

Enduring Understandings

Anchor Standard 1

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Anchor Standard 2

- Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Anchor Standard 3

- Musicians evaluate and refine their work through openness to new ideas, persistence, and the

Essential Questions

Anchor Standard 1

- How do musicians generate creative ideas?

Anchor Standard 2

- How do musicians make creative decisions?

Anchor Standard 3

- How do musicians improve the quality of their creative work?

application of appropriate criteria.	
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy and are needed for composing. ● Music is created for a variety of purposes including different cultures, historical contexts, personal influences and for a variety of purposes and audiences. 	<ul style="list-style-type: none"> ● Identify the elements of music in response to aural prompts and music notational systems. ● Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. ● Experience and compose simple chord progressions and differentiate between major and minor chords using music notation systems and/or technology platforms such as Soundtrap and Garageband. ● Explore music from a variety of composers and identify reasons for creative choices as well as the purpose of the music. ● Compose music for a specific purpose (e.g. commercial jingle, accompany a video clip, background music for a student's written work) or audience.
Assessment Evidence	
<p>Formative Composing Journals Teacher and student conferencing Peer feedback Short listening activity responses</p> <p>Summative Composition Assignments Presentation of student creative work with an explanation of influences, purposes and intended audience. Quaver Curriculum assessment response sheets Written responses to listening examples</p> <p>Alternative Vocal/Instrumental rubric specific performance assessments Rubric specific projects</p>	

Suggested Learning Plan

5 minutes vocal/instrumental or other warm-up and/or Do Now activity
10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching
10-15 minutes whole or small group related activity
2-5 minute closing activity and/or assessment

Suggested Learning Resources

Quaver's Marvelous World of Music
Google Classroom
Soundtrap
Garageband
Yousician for Ukulele
Seesaw
Brainpop
[Chrome Music Lab](#)
musedlab.org
[Carnegie Hall Musical Explorers](#)
www.quavered.com
www.musictheory.net
[Noteflight](#)
[Flat](#)
www.sfskids.com
www.nyphilkids.org
www.musictechteacher.com
www.therhythmtrainer.com
www.classicsforkids.com

Pacing Guide

Grade 3

https://docs.google.com/document/d/e/2PACX-1vQz6ucF0_DFNyan3GejKOfBfcgUyrija_CTpPIgqzBnV2sdA-l2VISKuDFUHWiwR8Ct1pDjokbdA9BF/pub

Grade 4

https://docs.google.com/document/d/e/2PACX-1vRPaidU2PrNmA8hCRP35EsmF--ANi_K7Oeem67XllhfUR81tSe48-TzbiZE523s7hnbzpzMXdaM-DHd/pub

Grade 5

https://docs.google.com/document/d/e/2PACX-1vQYUNICbQwL0Y1MyYjceCdTPgf4Nr_jUIGrw5geWPPNypxbNcm9lvJmAGOi-YrJuD7Cq561Rf6YWlwK/pub

21st Century Themes and Skills

3rd and 4th: 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

5th: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using culture global competence.

Interdisciplinary Connections/Cross Curricular Opportunities

SCIENCE, 1.4-21 Grade 4 CPI DCI-1

Standard: 4-2 Waves: Waves and Information

Strand: 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (Note: This grade band endpoint was moved from K-2)

SCIENCE, 1.4-21 Grade 4 CPI DCI-2

Standard: 4-2 Waves: Waves and Information

Strand: 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).

1. SOCIAL STUDIES, 6.1C Grade 4 CPI 16

Standard: U.S. History: America in the World

Strand: Economics, Innovation, and Technology

Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

2. SOCIAL STUDIES, 6.1C Grade 4 CPI 18

Standard: U.S. History: America in the World

Strand: Economics, Innovation, and Technology

Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

3. English Language Arts, 3.44 Grade 3 CPI RF.3.4

Standard: Progress Indicators for Reading Foundation Skills

Strand: Fluency

Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

4. Mathematics, 4.6A Grade 3 CPI 1

Standard: Number and Operations-Fractions

Strand: Develop understanding of fractions as numbers.

Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

Integration of Technology

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.1 Understand the need for and use of copyrights

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of music and/or musicians to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher
 Student may request to use a computer to complete assignments.
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 Extra textbooks for home.
 Student may request books on tape / CD / digital media, as available and appropriate.
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 Provide oral reminders and check student work during independent work time
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 Provide regular parent/ school communication
 Teachers will check/sign student agenda daily
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Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.3A General Music Standards by Grade 5
Desired Outcomes Performing
Anchor Standard 4: Selecting, analyzing, and interpreting work. Practices: Select, Analyze, Interpret Performance Expectations:

1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.

1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.

1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.

1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.

1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practices: Rehearse, Evaluate, Refine

Performance Expectations:

1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.

1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

Anchor Standard 6: Conveying meaning through art.

Practice: Present

Performance Expectations:

1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Enduring Understandings	Essential Questions
<p>Anchor Standard 4</p> <ul style="list-style-type: none"> ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. <p>Anchor Standard 5</p> <ul style="list-style-type: none"> ● To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. 	<p>Anchor Standard 4</p> <ul style="list-style-type: none"> ● How do performers select repertoire? <p>Anchor Standard 5</p> <ul style="list-style-type: none"> ● How do musicians improve the quality of their performance? <p>Anchor Standard 6</p> <ul style="list-style-type: none"> ● When is a performance judged ready to present? ● How do context and the manner in which musical work is presented influence audience response?

<p>Anchor Standard 6</p> <ul style="list-style-type: none"> ● Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. 	
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● The voice is an instrument and can be used in different ways. ● Melodic movement affects the way music is experienced. ● Rhythm is present in the music we experience and composers make choices that enhance their musical ideas. ● Music contains different patterns and meters. ● Dynamics are an expressive component of music that creates interest. ● Tempo is an expressive component of music that creates interest. ● Musicians prepare performances for a specific purpose and target audience. 	<ul style="list-style-type: none"> ● Distinguish between vocal ranges such as SATB and demonstrate how harmonic elements such as descants add color to music. ● Perform songs using proper vocal technique, breathing and phrasing. ● Improvise melodies in a given pitch set such as the pentatonic scale. ● Understand the relationship between half steps, whole steps and major scale patterns. ● Sing, move, play and perform rhythms (standard or iconic notation) up to duration of whole notes and rests, sixteenth notes and rests, dotted notes, triplets and tied notes. ● Experience, identify and create rhythm combinations and styles (e.g. syncopation) from various cultures, historical contexts and styles. ● Recognize and perform musical activities related to meters of 2, 3, 4 and 6/8 and develop rhythm dictation skills within a given meter. ● Identify dynamic contrast and demonstrate through singing, movement, playing and performing. Recognize terms up to fortissimo and sforzando. ● Demonstrate understanding of tempos in music and all around

	<p>us through singing, playing, moving and performing. Use terms such as largo, moderato, presto, etc. when experiencing, composing or performing music.</p> <ul style="list-style-type: none"> • Rehearse and perform music for various types of concerts and audiences (e.g. spring showcase). Reflect on progress and identify specific technical improvements that need to be mastered before the performance.
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Assessment Evidence

<p>Formative Concert Self Assessment Reflections Composition Assignments Visual Teacher observation of student movement Aural Teacher evaluation Instrument progress journals</p> <p>Summative Quaver Curriculum assessment response sheets Written responses to listening examples Ukulele playing tests Recorder playing tests Concerts</p> <p>Alternative Vocal/Instrumental rubric specific performance assessments Rubric specific projects Written reflections on individual mastery of the musical material and the purpose of the concert if a student cannot attend.</p>

Suggested Learning Plan

<p>5 minutes vocal/instrumental or other warm-up and/or Do Now activity 10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching 10-15 minutes whole or small group related activity 2-5 minute closing activity and/or assessment</p>
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Suggested Learning Resources

<p>Quaver’s Marvelous World of Music Google Classroom Soundtrap Garageband Yousician for Ukulele Seesaw</p>
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Brainpop
[Chrome Music Lab](http://Chromemusiclab.com)
musedlab.org
[Carnegie Hall Musical Explorers](http://CarnegieHallMusicalExplorers.com)
www.quavered.com
www.musictheory.net
Noteflight
Flat
www.sfskids.com
www.nyphilkids.org
www.musictechteacher.com
www.therhythmtrainer.com
www.classicsforkids.com

Pacing Guide

Grade 3

https://docs.google.com/document/d/e/2PACX-1vQz6ucF0_DFNyan3GejKOfBfcgUyrijA_CTpPIgqzBnV2sdA-l2VISKuDFUHWiwR8Ct1pDjokbdA9BF/pub

Grade 4

https://docs.google.com/document/d/e/2PACX-1vRPaidU2PrNmA8hCRP35EsmF--ANi_K7Oeem67XllhfUR81tSe48-TzbiZE523s7hnbzpzMXdaM-DHd/pub

Grade 5

https://docs.google.com/document/d/e/2PACX-1vQYUNICbQwL0Y1MyYjceCdTPgf4Nr_jUIGrw5geWPpNypxbNcm9lvJmAGOi-YrJuD7Cq561Rf6YWlwK/pub

21st Century Themes and Skills

3rd and 4th: 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
5th: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP12. Work productively in teams while using culture global competence.

Interdisciplinary Connections/Cross Curricular Opportunities

SCIENCE, 1.4-21 Grade 4 CPI DCI-1

Standard: 4-2 Waves: Waves and Information

Strand: 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (Note: This grade band endpoint was moved from K-2)

SCIENCE, 1.4-21 Grade 4 CPI DCI-2

Standard: 4-2 Waves: Waves and Information

Strand: 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).

1. SOCIAL STUDIES, 6.1C Grade 4 CPI 16

Standard: U.S. History: America in the World

Strand: Economics, Innovation, and Technology

Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

2. SOCIAL STUDIES, 6.1C Grade 4 CPI 18

Standard: U.S. History: America in the World

Strand: Economics, Innovation, and Technology

Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

3. English Language Arts, 3.44 Grade 3 CPI RF.3.4

Standard: Progress Indicators for Reading Foundation Skills

Strand: Fluency

Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

4. Mathematics, 4.6A Grade 3 CPI 1

Standard: Number and Operations-Fractions

Strand: Develop understanding of fractions as numbers.

Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

Integration of Technology

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.1 Understand the need for and use of copyrights

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of music and/or musicians to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

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Modifications for Assessments

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Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Deal School Curriculum

2020 New Jersey Student Learning Standards

Visual and Performing Arts

1.3A General Music Standards by Grade 5

Desired Outcomes

Responding

Anchor Standard 7: Perceiving and analyzing products.

Practices: Select, Analyze

Performance Expectations:

1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical)

Anchor Standard 8: Applying criteria to evaluate products.

Practice: Evaluate

Performance Expectations:

1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.

Anchor Standard 9: Interpreting intent and meaning.

Practice: Interpret

<p>Performance Expectations: 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.</p>	
<p>Enduring Understandings</p> <p>Anchor Standard 7</p> <ul style="list-style-type: none"> ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. <p>Anchor Standard 8</p> <ul style="list-style-type: none"> ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. <p>Anchor Standard 9</p> <ul style="list-style-type: none"> ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. 	<p>Essential Questions</p> <p>Anchor Standard 7</p> <ul style="list-style-type: none"> ● How do individuals choose music to experience? ● How does understanding the structure and context of music inform a response? <p>Anchor Standard 8</p> <ul style="list-style-type: none"> ● How do we judge the quality of musical work(s) and performance(s)? <p>Anchor Standard 9</p> <ul style="list-style-type: none"> ● How do we discern the musical creators' and performers' expressive intent?
<p>Learners will know...</p> <ul style="list-style-type: none"> ● The elements of music are essential to how music is composed and experienced. ● Creators and performers use a variety of tools to compose music based on personal preference and personal influence. ● Composers use forms to help organize creative ideas. ● Understanding the context for a creators' decisions influences personal preferences. 	<p>Learners will be able to....</p> <ul style="list-style-type: none"> ● Identify the basic elements of music such as rhythm, melody, harmony, timbre, tempo, dynamics and form. ● Identify instrument families, create, play, improvise and perform on homemade instruments. Recognize different types of performing ensembles. Describe the role of technology in music creation. ● Identify and compose in a variety of song formats and use language such as introduction, verse, chorus, refrain, lyrics, etc. ● Compare and contrast music from

a variety of sources. Identify music from the Classical, Romantic and Impressionist periods of music. Experience, play and perform music from a wide variety of other styles including music from various cultures, historical contexts, genres, time periods and styles.

Assessment Evidence

Formative

Concert Self Assessment Reflections
Composition Assignments
Short listening reflections

Summative

Quaver Curriculum assessment response sheets
Written responses to listening examples
Group projects and presentations demonstrating an understanding of how composers make creative choices.

Alternative

Vocal/Instrumental rubric specific performance assessments
Rubric specific projects

Suggested Learning Plan

5 minutes vocal/instrumental or other warm-up and/or Do Now activity
10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching
10-15 minutes whole or small group related activity
2-5 minute closing activity and/or assessment

Suggested Learning Resources

Quaver's Marvelous World of Music
Google Classroom
Soundtrap
Garageband
Yousician for Ukulele
Seesaw
Brainpop
[Chrome Music Lab](#)
musedlab.org
[Carnegie Hall Musical Explorers](#)
www.quavered.com
www.musictheory.net
[Noteflight](#)
[Flat](#)

www.sfskids.com
www.nyphilkids.org
www.musictechteacher.com
www.therhythmtrainer.com
www.classicsforkids.com

Pacing Guide

Grade 3

https://docs.google.com/document/d/e/2PACX-1vQz6ucF0_DFNyan3GejKOfBfcgUyrijA_CTpPJgqzBnV2sdA-l2VISKuDFUHWiwR8Ct1pDjokbdA9BF/pub

Grade 4

https://docs.google.com/document/d/e/2PACX-1vRPaidU2PrNmA8hCRP35EsmF--ANi_K7Oeem67XllhfUR81tSe48-TzbiZE523s7hnbzpzMXdaM-DHd/pub

Grade 5

https://docs.google.com/document/d/e/2PACX-1vQYUNICbQwL0Y1MyYjceCdTPgf4Nr_jUIGrw5geWPPNypxbNcm9lvJmAGOi-YrJuD7Cq561Rf6YWlwK/pub

21st Century Themes and Skills

3rd and 4th: 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

5th: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using culture global competence.

Interdisciplinary Connections/Cross Curricular Opportunities

SCIENCE, 1.4-21 Grade 4 CPI DCI-1

Standard: 4-2 Waves: Waves and Information

Strand: 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and

down in place; there is no net motion in the direction of the wave except when the water meets a beach. (Note: This grade band endpoint was moved from K-2)

SCIENCE, 1.4-21 Grade 4 CPI DCI-2

Standard: 4-2 Waves: Waves and Information

Strand: 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).

1. SOCIAL STUDIES, 6.1C Grade 4 CPI 16

Standard: U.S. History: America in the World

Strand: Economics, Innovation, and Technology

Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

2. SOCIAL STUDIES, 6.1C Grade 4 CPI 18

Standard: U.S. History: America in the World

Strand: Economics, Innovation, and Technology

Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

3. English Language Arts, 3.44 Grade 3 CPI RF.3.4

Standard: Progress Indicators for Reading Foundation Skills

Strand: Fluency

Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

4. Mathematics, 4.6A Grade 3 CPI 1

Standard: Number and Operations-Fractions

Strand: Develop understanding of fractions as numbers.

Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

Integration of Technology

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.1 Understand the need for and use of copyrights

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of music and/or musicians to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

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Deal School Curriculum	
2020 New Jersey Student Learning Standards	
Visual and Performing Arts	
1.3A General Music Standards by Grade 5	
Desired Outcomes	
Connecting	
<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Practice: Interconnection Performance Expectations: 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Practice: Interconnection Performance Expectations: 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	
Enduring Understandings	Essential Questions
<p>Anchor Standard 10 and 11</p> <ul style="list-style-type: none"> ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<p>Anchor Standard 10</p> <ul style="list-style-type: none"> ● How do musicians make meaningful connections to creating, performing, and responding? <p>Anchor Standard 11</p> <ul style="list-style-type: none"> ● How do the other arts, other disciplines, contexts, and daily life

	inform creating, performing, and responding to music?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Music is created for a variety of purposes including different cultures, historical contexts, personal influences and for a variety of purposes and audiences. ● Dynamics are an expressive component of music that creates interest. ● Tempo is an expressive component of music that creates interest. ● Creators and performers use a variety of tools to compose music based on personal preference and personal influence. ● Connections between music and the rest of the world and daily life are all around us. 	<ul style="list-style-type: none"> ● Experience and compose simple chord progressions and differentiate between major and minor chords using music notation systems and/or technology platforms such as Soundtrap and Garageband. ● Explore music from a variety of composers and identify reasons for creative choices as well as the purpose of the music. ● Compose music for a specific purpose (e.g. commercial jingle, accompany a video clip, background music for a student's written work) or audience. ● Identify dynamic contrast and demonstrate through singing, movement, playing and performing. Recognize terms up to fortissimo and sforzando. ● Demonstrate understanding of tempos in music and all around us through singing, playing, moving and performing. Use terms such as largo, moderato, presto, etc. when experiencing, composing or performing music. ● Identify and compose in a variety of song formats and use language such as introduction, verse, chorus, refrain, lyrics, etc. ● Identify specific ways that music influences daily lives by connecting music to personal experience, historical contexts, cultural contexts and to other subjects and disciplines.
Assessment Evidence	
Formative Concert Self Assessment Reflections Composition Assignments	

Visual Teacher observation of student movement
Aural Teacher evaluation

Summative

Quaver Curriculum assessment response sheets
Written responses to listening examples
Ukulele playing tests
Recorder playing tests

Alternative

Vocal/Instrumental rubric specific performance assessments
Rubric specific projects

Suggested Learning Plan

5 minutes vocal/instrumental or other warm-up and/or Do Now activity
10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching
10-15 minutes whole or small group related activity
2-5 minute closing activity and/or assessment

Suggested Learning Resources

Quaver's Marvelous World of Music
Google Classroom
Soundtrap
Garageband
Yousician for Ukulele
Seesaw
Brainpop
[Chrome Music Lab](#)
musedlab.org
[Carnegie Hall Musical Explorers](#)
www.quavered.com
www.musictheory.net
[Noteflight](#)
[Flat](#)
www.sfskids.com
www.nyphilkids.org
www.musictechteacher.com
www.therhythmtrainer.com
www.classicsforkids.com

Pacing Guide

Grade 3

https://docs.google.com/document/d/e/2PACX-1vQz6ucF0_DFNyan3GejKOfBfcgUyrijA_CTpPIgqzBnV2sdA-l2VISKuDFUHWiwR8Ct1pDjokbdA9BF/pub

Grade 4

https://docs.google.com/document/d/e/2PACX-1vRPaidU2PrNmA8hCRP35EsmF--ANi_K7Oeem67XllhfUR81tSe48-TzbiZE523s7hnbzpzMXdaM-DHd/pub

Grade 5

https://docs.google.com/document/d/e/2PACX-1vQYUNICbQwL0Y1MyYjceCdTPgf4Nr_jUIGrw5geWPPNypxbNcm9lvJmAGOi-YrJuD7Cq561Rf6YWlwK/pub

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Interdisciplinary Connections/Cross Curricular Opportunities

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SCIENCE, 1.4-21 Grade 4 CPI DCI-2

Standard: 4-2 Waves: Waves and Information

Strand: 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).

1. SOCIAL STUDIES, 6.1C Grade 4 CPI 16

Standard: U.S. History: America in the World

Strand: Economics, Innovation, and Technology

Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

2. SOCIAL STUDIES, 6.1C Grade 4 CPI 18

Standard: U.S. History: America in the World

Strand: Economics, Innovation, and Technology

Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

3. English Language Arts, 3.44 Grade 3 CPI RF.3.4

Standard: Progress Indicators for Reading Foundation Skills

Strand: Fluency

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Standard: Number and Operations-Fractions

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Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

Integration of Technology

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.1 Understand the need for and use of copyrights

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of music and/or musicians to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
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Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.

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Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.3A General Music Standards by Grade 8
Desired Outcomes Creating

Anchor Standard 1: Generating and conceptualizing ideas.
Practice: Imagine
Performance Expectations:
1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Anchor Standard 2: Organizing and developing ideas.
Practices: Plan, Make
Performance Expectations:
1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

Anchor Standard 3: Refining and completing products
Practices: Evaluate, Refine
Performance Expectations:
1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

Enduring Understandings	Essential Questions
Anchor Standard 1 <ul style="list-style-type: none"> ● The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. Anchor Standard 2	Anchor Standard 1 <ul style="list-style-type: none"> ● How do musicians generate creative ideas? Anchor Standard 2 <ul style="list-style-type: none"> ● How do musicians make creative decisions?

<ul style="list-style-type: none"> ● Musicians' creative choices are influenced by their expertise, context and expressive intent. <p>Anchor Standard 3</p> <ul style="list-style-type: none"> ● Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. 	<p>Anchor Standard 3</p> <ul style="list-style-type: none"> ● How do musicians improve the quality of their creative work?
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<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● The structure of a musical work is influenced by a variety of sources. ● Personal musical ideas and influences can be used intentionally in a composition. 	<ul style="list-style-type: none"> ● Interpret, compose and improvise music within specific structural forms up to Theme and Variation and demonstrate an understanding of the purpose of transitions, introductions, codas and other expanded forms. ● Use the elements of music to incorporate personal musical ideas into an expanded form composition using iconic or standard notation or recording technologies.

Assessment Evidence

<p>Formative Concert Self Assessment Reflections Composition Assignments Peer evaluation of student compositions</p> <p>Summative Written responses to listening examples Guitar playing tests Composition projects such as adding a complete soundtrack to a fable, composing music for a personal podcast, etc.</p> <p>Alternative Vocal/Instrumental rubric specific performance assessments Rubric specific projects</p>

Suggested Learning Plan

<p>5 minutes vocal/instrumental or other warm-up and/or Do Now activity 10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching 10-15 minutes whole or small group related activity 2-5 minute closing activity and/or assessment</p>
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Use of Whole Group, Small Group and Independent activities varies from class to class depending on the type of musical activity being performed.

Suggested Learning Resources

Quaver's Marvelous World of Music

Google Classroom

Soundtrap

Garageband

Yousician for Guitar

Seesaw

Brainpop

[Chrome Music Lab](#)

musedlab.org

[Carnegie Hall Musical Explorers](#)

www.quavered.com

www.musictheory.net

[Noteflight](#)

[Flat](#)

www.sfskids.com

www.nyphilkids.org

www.musictechteacher.com

www.therhythmtrainer.com

www.classicsforkids.com

LGBTQ+ and Disabilities:

Famous People with Disabilities

LGBTQ+ Jazz Musicians

<https://teachrock.org/>

Beethoven Rocks

https://www.stonewall.org.uk/system/files/inclusive_curriculum_guide.pdf

[Beethoven's Moonlight Sonata Lesson Plan.pdf](#)

Pacing Guide

Grade 6

https://docs.google.com/document/d/e/2PACX-1vSDCj8QXAGFC3xZcPTkVf6I_YWCUNpF72SLusozyaRhiE9SUNAAUqUMcj8_P6Y7f9Nko9lLnppAh6g0/pub

Grade 7

https://docs.google.com/document/d/e/2PACX-1vQ7UM8ju2_D08kZXvkc3WBHSLiefOMxl9-kmSlwsFdSUJ909SJ-a8aeD2RjeL876kbuv0iRk1CRGW3/pub

Grade 8

<https://docs.google.com/document/d/e/2PACX-1vTYpW-bzi68v12lkBSKfK1FSE6-N8spCSyeUflqCIBTXi-GOw5ovmC6RLXHaha8Wi7xDSRpz7TnFEsh/pub>

21st Century Themes and Skills

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using culture global competence.

Interdisciplinary Connections/Cross Curricular Opportunities

1. SCIENCE, 1.MS-12 Grade 8 CPI CC-2

Standard: MS-1 Structure and Properties of Matter

Strand: MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.

2. SCIENCE, 1.MS-12 Grade 8 CPI CC-3

Standard: MS-1 Structure and Properties of Matter

Strand: MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.

3. English Language Arts, 3.51 Grade K CPI NJSLA.W2

Standard: Anchor Standards: Writing

Strand: Text Types and Purposes

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

4. English Language Arts, 3.91 Grade K CPI NJSLA.L1

Standard: Anchor Standards: Language

Strand: Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5. English Language Arts, 3.93 Grade K CPI NJSLA.L6

Standard: Anchor Standards: Language

Strand: Vocabulary Acquisition and Use

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6. Mathematics, 4.7A Grade 6 CPI 1**Standard: Ratios and Proportional Relationships**

Strand: Understand ratio concepts and use ratio reasoning to solve problems.

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

7. Mathematics, 4.7A Grade 6 CPI 3**Standard: Ratios and Proportional Relationships**

Strand: Understand ratio concepts and use ratio reasoning to solve problems.

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

Integration of Technology

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web)
- 8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
- 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
- 8.2.8.D.3 Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
- 8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

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Anchor Activities

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Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

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Deal School Curriculum

2020 New Jersey Student Learning Standards

Visual and Performing Arts

1.3A General Music Standards by Grade 8

Desired Outcomes

Performing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Practices: Select, Analyze, Interpret

Performance Expectations:

1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

1.3A.8.Pr4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.

1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practices: Rehearse, Evaluate, Refine

Performance Expectations:

1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

Anchor Standard 6: Conveying meaning through art.

Practice: Present

Performance Expectations:

1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent.

1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Enduring Understandings	Essential Questions
<p>Anchor Standard 4</p> <ul style="list-style-type: none">● Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire <p>Anchor Standard 5</p> <ul style="list-style-type: none">● To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. <p>Anchor Standard 6</p> <ul style="list-style-type: none">● Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	<p>Anchor Standard 4</p> <ul style="list-style-type: none">● How do performers select repertoire? <p>Anchor Standard 5</p> <ul style="list-style-type: none">● How do musicians improve the quality of their performance? <p>Anchor Standard 6</p> <ul style="list-style-type: none">● When is a performance judged ready to present?● How do context and the manner in which musical work is presented influence audience response?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none">● A variety of factors influence repertoire selection for a performance.● Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.	<ul style="list-style-type: none">● Select and perform instrumental or vocal compositions independently and in groups according to their level of technical ability and cite the reasoning for the selection.● Apply theoretical understanding of expressive and dynamic music

<ul style="list-style-type: none"> Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music. 	<p>terminology to the musical performances including notes in the bass and treble clef.</p> <ul style="list-style-type: none"> Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
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Assessment Evidence

Formative

Concert Self Assessment Reflections
 Rehearsal and performance journals
 Composition Assignments
 Aural Teacher evaluation
 Peer evaluation of student compositions

Summative

Written responses to listening examples
 Guitar playing tests
 Performance rubrics
 Written reflections on individual mastery of the musical material and the purpose of the concert if a student cannot attend.

Alternative

Vocal/Instrumental rubric specific performance assessments
 Rubric specific projects

Suggested Learning Plan

5 minutes vocal/instrumental or other warm-up and Do Now activity (or tuning and warm up for instruments)
 5-10 minutes lesson
 15-20 Whole Group or Small Group activities
 5-10 minutes Whole or Small Group and/or Independent closing activity
 Use of Whole Group, Small Group and Independent activities varies from class to class depending on the type of musical activity being performed.

Suggested Learning Resources

Quaver’s Marvelous World of Music
 Google Classroom
 Soundtrap
 Garageband
 Yousician for Guitar
 Seesaw
 Brainpop
[Chrome Music Lab](#)
musedlab.org
[Carnegie Hall Musical Explorers](#)

www.quavered.com
www.musictheory.net
[Noteflight](#)
[Flat](#)
www.sfskids.com
www.nyphilkids.org
www.musictechteacher.com
www.therhythmtrainer.com
www.classicsforkids.com

LGBTQ+ and Disabilities:

Famous People with Disabilities

LGBTQ+ Jazz Musicians

<https://teachrock.org/>

Beethoven Rocks

https://www.stonewall.org.uk/system/files/inclusive_curriculum_guide.pdf

[Beethoven's Moonlight Sonata Lesson Plan.pdf](#)

Pacing Guide

Grade 6

https://docs.google.com/document/d/e/2PACX-1vSDCj8QXAGFC3xZcPTkVf6I_YWCUNpF72SLusozyaRhiE9SUNAAUqUMcj8_P6Y7f9Nko9lLnppAh6g0/pub

Grade 7

https://docs.google.com/document/d/e/2PACX-1vQ7UM8ju2_D08kZXvkc3WBHSLiefOMxl9-kmSlwsFdSUJ909SJ-a8aeD2RjeL876kbuv0iRk1CRGW3/pub

Grade 8

<https://docs.google.com/document/d/e/2PACX-1vTYpW-bzj68v12lkBSKfK1FSE6-N8spCSyeUflqClBTXi-G0w5ovmC6RLXHaha8Wi7xDSRpz7TnFEsh/pub>

21st Century Themes and Skills

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using culture global competence.

Interdisciplinary Connections/Cross Curricular Opportunities

1. SCIENCE, 1.MS-12 Grade 8 CPI CC-2

Standard: MS-1 Structure and Properties of Matter

Strand: MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.

2. SCIENCE, 1.MS-12 Grade 8 CPI CC-3

Standard: MS-1 Structure and Properties of Matter

Strand: MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.

3. English Language Arts, 3.51 Grade K CPI NJLSA.W2

Standard: Anchor Standards: Writing

Strand: Text Types and Purposes

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

4. English Language Arts, 3.91 Grade K CPI NJLSA.L1

Standard: Anchor Standards: Language

Strand: Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5. English Language Arts, 3.93 Grade K CPI NJLSA.L6

Standard: Anchor Standards: Language

Strand: Vocabulary Acquisition and Use

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6. Mathematics, 4.7A Grade 6 CPI 1

Standard: Ratios and Proportional Relationships

Strand: Understand ratio concepts and use ratio reasoning to solve problems.

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

7. Mathematics, 4.7A Grade 6 CPI 3

Standard: Ratios and Proportional Relationships

Strand: Understand ratio concepts and use ratio reasoning to solve problems.

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

Integration of Technology

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web)
- 8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
- 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
- 8.2.8.D.3 Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
- 8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of music and/or musicians to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

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Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.3A General Music Standards by Grade 8

Desired Outcomes Responding
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Anchor Standard 7: Perceiving and analyzing products.
Practices: Select, Analyze
Performance Expectations:
1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

Anchor Standard 8: Applying criteria to evaluate products.
Practices: Evaluate
Performance Expectations:
1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

Anchor Standard 9: Interpreting intent and meaning.
Practice: Interpret
Performance Expectations:
1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

Enduring Understandings
Anchor Standard 7 <ul style="list-style-type: none"> ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how

Essential Questions
Anchor Standard 7 <ul style="list-style-type: none"> ● How do individuals choose music to experience? ● How does understanding the structure and context of music inform a response? Anchor Standard 8

<p>creator(s) or performer(s) manipulate the elements of music.</p> <p>Anchor Standard 8</p> <ul style="list-style-type: none"> ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. <p>Anchor Standard 9</p> <ul style="list-style-type: none"> ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. 	<ul style="list-style-type: none"> ● How do we judge the quality of musical work(s) and performance(s)? <p>Anchor Standard 9</p> <ul style="list-style-type: none"> ● How do we discern the musical creators' and performers' expressive intent?
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Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Individuals choose music to experience and evaluate based on a variety of factors. 	<ul style="list-style-type: none"> ● Use their knowledge of how music is influenced by the elements of music as well as social, cultural and/or historical contexts to understand the intent of a composer or creator's work.

Assessment Evidence

<p>Formative Listening journals</p> <p>Summative Written responses to listening examples Presentations and projects analyzing, interpreting and evaluating a variety of music and composers from various social, cultural, historical eras, genres and styles.</p> <p>Alternative Vocal/Instrumental rubric specific performance assessments Rubric specific projects</p>
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Suggested Learning Plan

<p>5 minutes vocal/instrumental or other warm-up and Do Now activity (or tuning and warm up for instruments)</p> <p>5-10 minutes lesson</p> <p>15-20 Whole Group or Small Group activities</p> <p>5-10 minutes Whole or Small Group and/or Independent closing activity</p> <p>Use of Whole Group, Small Group and Independent activities varies from class to class depending on the type of musical activity being performed.</p>

Suggested Learning Resources

Quaver's Marvelous World of Music

Google Classroom

Soundtrap

Garageband

Yousician for Guitar

Seesaw

Brainpop

[Chrome Music Lab](#)

musedlab.org

[Carnegie Hall Musical Explorers](#)

www.quavered.com

www.musictheory.net

[Noteflight](#)

[Flat](#)

www.sfskids.com

www.nyphilkids.org

www.musictechteacher.com

www.therhythmtrainer.com

www.classicsforkids.com

LGBTQ+ and Disabilities:

Famous People with Disabilities

LGBTQ+ Jazz Musicians

<https://teachrock.org/>

Beethoven Rocks

https://www.stonewall.org.uk/system/files/inclusive_curriculum_guide.pdf

[Beethoven's Moonlight Sonata Lesson Plan.pdf](#)

Pacing Guide

Grade 6

https://docs.google.com/document/d/e/2PACX-1vSDCj8QXAGFC3xZcPTkVf6I_YWCUNpF72SLusozyaRhiE9SUNAAUqUMcj8_P6Y7f9Nko9lLnppAh6g0/pub

Grade 7

https://docs.google.com/document/d/e/2PACX-1vQ7UM8ju2_D08kZXvkc3WBHSLiefOMxl9-kmSlwsFdSUJ909SJ-a8aeD2RjeL876kbuv0iRk1CRGW3/pub

Grade 8

<https://docs.google.com/document/d/e/2PACX-1vTYpW-bzj68v12lkBSKfK1FSE6-N8spCSyeUflqClBTXi-GOw5ovmC6RLXHaha8Wi7xDSRpz7TnFEsh/pub>

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using culture global competence.

Interdisciplinary Connections/Cross Curricular Opportunities

1. SCIENCE, 1.MS-12 Grade 8 CPI CC-2

Standard: MS-1 Structure and Properties of Matter

Strand: MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.

2. SCIENCE, 1.MS-12 Grade 8 CPI CC-3

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Strand: MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.

3. English Language Arts, 3.51 Grade K CPI NJSLA.W2

Standard: Anchor Standards: Writing

Strand: Text Types and Purposes

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

4. English Language Arts, 3.91 Grade K CPI NJSLA.L1

Standard: Anchor Standards: Language

Strand: Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5. English Language Arts, 3.93 Grade K CPI NJSLA.L6

Standard: Anchor Standards: Language

Strand: Vocabulary Acquisition and Use

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

knowledge when encountering an unknown term important to comprehension or expression.

6. Mathematics, 4.7A Grade 6 CPI 1

Standard: Ratios and Proportional Relationships

Strand: Understand ratio concepts and use ratio reasoning to solve problems.

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

7. Mathematics, 4.7A Grade 6 CPI 3

Standard: Ratios and Proportional Relationships

Strand: Understand ratio concepts and use ratio reasoning to solve problems.

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

Integration of Technology

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web)
- 8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
- 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
- 8.2.8.D.3 Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
- 8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of music and/or musicians to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

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Deal School Curriculum	
2020 New Jersey Student Learning Standards	
Visual and Performing Arts	
1.3A General Music Standards by Grade 8	
Desired Outcomes	
Connecting	
<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products Practice: Interconnection Performance Expectations: 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Practice: Interconnection Performance Expectations: 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	
Enduring Understandings	Essential Questions
<p>Anchor Standard 10 and 11</p> <ul style="list-style-type: none"> ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding. 	<p>Anchor Standard 10</p> <ul style="list-style-type: none"> ● How do musicians make meaningful connections to creating, performing and responding? <p>Anchor Standard 11</p> <ul style="list-style-type: none"> ● How do the other arts, other disciplines, contexts, and daily life

	inform creating, performing and responding to music?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Personal musical ideas and influences can be used intentionally in a composition. ● A variety of factors influence repertoire selection for a performance. ● Individuals choose music to experience and evaluate based on a variety of factors. ● Connections between music and the rest of the world and daily life are all around us. 	<ul style="list-style-type: none"> ● Use the elements of music to incorporate personal musical ideas into an expanded form composition using iconic or standard notation or recording technologies. ● Select and perform instrumental or vocal compositions independently and in groups according to their level of technical ability and cite the reasoning for the selection. ● Use their knowledge of how music is influenced by the elements of music as well as social, cultural and/or historical contexts to understand the intent of a composer or creator’s work. ● Identify specific ways that music influences daily lives by connecting music to personal experience, historical contexts, cultural contexts and to other subjects and disciplines.
Assessment Evidence	
<p>Formative Listening journals and composing journals Aural Teacher evaluation Peer evaluation of student compositions</p> <p>Summative Written responses to listening examples Guitar playing tests Composition Assignments</p> <p>Alternative Vocal/Instrumental rubric specific performance assessments Rubric specific projects</p>	
Suggested Learning Plan	
5 minutes vocal/instrumental or other warm-up and Do Now activity (or tuning and warm up for instruments) 5-10 minutes lesson	

15-20 Whole Group or Small Group activities
5-10 minutes Whole or Small Group and/or Independent closing activity
Use of Whole Group, Small Group and Independent activities varies from class to class depending on the type of musical activity being performed.

Suggested Learning Resources

Quaver's Marvelous World of Music
Google Classroom
Soundtrap
Garageband
Yousician for Guitar
Seesaw
Brainpop
[Chrome Music Lab](#)
musedlab.org
[Carnegie Hall Musical Explorers](#)
www.quavered.com
www.musictheory.net
[Noteflight](#)
[Flat](#)
www.sfskids.com
www.nyphilkids.org
www.musictechteacher.com
www.therhythmtrainer.com
www.classicsforkids.com

LGBTQ+ and Disabilities:

Famous People with Disabilities

LGBTQ+ Jazz Musicians

<https://teachrock.org/>

Beethoven Rocks

[https://www.stonewall.org.uk/system/files/inclusive curriculum guide.pdf](https://www.stonewall.org.uk/system/files/inclusive_curriculum_guide.pdf)

[Beethoven's Moonlight Sonata Lesson Plan.pdf](#)

Pacing Guide

Grade 6

https://docs.google.com/document/d/e/2PACX-1vSDCj8QXAGFC3xZcPTkVf6I_YWCUNpF72SLusozyaRhiE9SUNAAUqUMcj8_P6Y7f9Nko9lLnppAh6g0/pub

Grade 7

https://docs.google.com/document/d/e/2PACX-1vQ7UM8ju2_D08kZXvkc3WBHSLiefOMxl9-kmSlwsFdSUJ909SJ-a8aeD2RjeL876kbuv0iRk1CRGW3/pub

Grade 8

<https://docs.google.com/document/d/e/2PACX-1vTYpW-bzi68v12lkBSKfK1FSE6-N8spCSyeUflqCIBTXi-GOw5ovmC6RLXHaha8Wi7xDSRpz7TnFEsh/pub>

21st Century Themes and Skills

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using culture global competence.

Interdisciplinary Connections/Cross Curricular Opportunities

1. SCIENCE, 1.MS-12 Grade 8 CPI CC-2

Standard: MS-1 Structure and Properties of Matter

Strand: MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.

2. SCIENCE, 1.MS-12 Grade 8 CPI CC-3

Standard: MS-1 Structure and Properties of Matter

Strand: MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.

3. English Language Arts, 3.51 Grade K CPI NJSLA.W2

Standard: Anchor Standards: Writing

Strand: Text Types and Purposes

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

4. English Language Arts, 3.91 Grade K CPI NJSLA.L1

Standard: Anchor Standards: Language

Strand: Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5. English Language Arts, 3.93 Grade K CPI NJSLA.L6

Standard: Anchor Standards: Language

Strand: Vocabulary Acquisition and Use

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6. Mathematics, 4.7A Grade 6 CPI 1

Standard: Ratios and Proportional Relationships

Strand: Understand ratio concepts and use ratio reasoning to solve problems.

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

7. Mathematics, 4.7A Grade 6 CPI 3

Standard: Ratios and Proportional Relationships

Strand: Understand ratio concepts and use ratio reasoning to solve problems.

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

Integration of Technology

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web)
- 8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
- 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
- 8.2.8.D.3 Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
- 8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of music and/or musicians to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Annual Pacing Guide

Grade Level: Kindergarten

Subject: Music

Course meets 2x per week throughout school year

September	October	November	December	January
Beat: Steady Beat	Voice: Identify different ways to use the voice	Rhythm: Beat vs. Rhythm (Quarter Notes, Eighth Notes, Quarter Rest)	Melodic Direction: high/low, up/down	Instrument Families Percussion hit, shaken or scraped Listening: Timbre and Found Sounds
Rehearsal techniques, concert preparation and reflection: Halloween Concert and Winter Showcase				

February	March	April	May	June
Dynamics: Loud and Soft Tempo: Fast and Slow Duration: Long and Short	Meter: Patterns of 2, 3 and 4	Melody: Sol and Mi Rhythm: Ta and ti-ti	Musical Styles	Composing/Creating Student compositions using written notation and digital tools such as Garageband
	World Music - Folk Dancing and instruments		Reading graphic notation (sol, mi, quarter, eighth, quarter rest)	



Annual Pacing Guide

Grade Level: 1

Subject: Music

Course meets 2x per week throughout school year

September	October	November	December	January
Beat: Steady Beat and Strong and Weak Beats	Meter: Meters of 2, 3 and 4 and Changing Meters	Rhythm: Quarter Notes, Eighth Notes, Quarter Rests and Ostinatos	Voice: Vocal Production and Control	Rhythm: Sound and Rests Pitch: Lines, Spaces, Treble Clef and Intervals
Rehearsal techniques, concert preparation and reflection: Halloween Concert and Winter Showcase				

February	March	April	May	June
Melody: Melodic Patterns	Form: AB Form, ABA Form, Repeat Sign	Tempo and Dynamics: Basic Tempos/Dynamics, Getting Louder, Getting Softer, Getting Faster, Getting Slower	Composing/Creating Student compositions using written notation and digital tools such as Garageband	Instrument Families: Strings, Percussion, Woodwind, Brass
World Music - Folk Dancing and instruments				



Annual Pacing Guide

Grade Level: 1

Subject: Music



Working document.

Update as needed.

Annual Pacing Guide

Grade Level: 2

Subject: Music

Course meets 2x per week throughout school year

September	October	November	December	January
Beat: Identify/Perform Strong and Weak Beats Meter: Meter of 2, 3, 4 and Changing Meters	Dynamics: Add “issimo” to dynamic vocabulary. Crescendo and Decrescendo	Rhythm: Beat vs Rhythm, Ostinatos and Improvising	Singing: Solfege and Partner Songs	Singing: Solfege and Partner Songs Melody: Melodic Direction, Melodic Phrases and Pentatonic Scale
Rehearsal techniques, concert preparation and reflection: Halloween Concert and Winter Showcase				

February	March	April	May	June
Form: AB Form, ABA Form, ABACA Form	Baroque Period	Notation: Notes and Rests (Quarter Note, Quarter Rest, Eighth Notes, Half Notes, Half Rests)	Instrument Families Science of Sound	Composing Rhythm, Melody and Lyrics with standard notation.



Annual Pacing Guide

Grade Level: 3

Subject: Music

Course meets 3x per week for approximately 13 weeks ($\frac{1}{3}$ of the school year)

March	April	May	June
Rhythm: Review quarter note, eighth note, quarter rest, half note, half rest. Add whole note, whole rest, eighth rest, sixteenth notes.	Composing with digital platforms. (Soundtrap, Garageband) Poetry and Music project. Dynamics, tempo, Major/Minor, articulation. Compare genres of music.	World Music and bucket drumming. Classical Period of Music	Instruments of the Orchestra, performing ensembles, prepare for enrollment in band program through instrument trials.
		Rehearsal techniques, concert preparation and reflection: Spring Showcase	
	Playing instruments from standard notation (boomwhackers, bucket drums, recorders, etc.)		



Annual Pacing Guide

Grade Level: 4

Subject: Music

Course meets 3x per week for approximately 13 weeks ($\frac{1}{3}$ of the school year)

March	April	May	June
Fretted Instruments and intro to the ukulele Lines and Spaces: identify the notes on the lines and spaces in the treble clef. Ukulele songs with open G, C, E and A.	Rhythm review: read and play notes up to sixteenth notes. Ukulele songs in the scale of C	World Music and bucket drumming. Romantic Period Ukulele intro to tab notation	Composing with Soundtrap and Garageband. Ukulele intro to chords.
		Rehearsal techniques, concert preparation and reflection: Spring Showcase	
	Ukulele journal and individual goals		



Working document.

Update as needed.

Annual Pacing Guide

Grade Level: 5

Subject: Music

Course meets 3x per week for approximately 13 weeks ($\frac{1}{3}$ of the school year)

December	January	February	March
Music History: Impressionist period	Composing with Music Technology platforms such as Soundtrap and Garageband	Ukulele melody review and intro to chords Combining Chords and Melody	Rehearsal techniques, concert preparation and reflection: Cycle 2 Showcase
	Chords and Harmony	Traditional and tab notation	
	Ukulele journal and individual goals		



Annual Pacing Guide

Grade Level: 6

Subject: Music

Course meets 3x per week for approximately 13 weeks ($\frac{1}{3}$ of the school year)

December	January	February	March
Composing with Music Technology platforms such as Soundtrap and Garageband		Intro to guitar: identifying parts of the guitar, recognizing that guitars are instruments that can be used in a wide variety of genres.	Add 4th finger. Fretting positions. Multiple positions within a song.
Soundtrap project	Guitar technique: posture, playing strings, identifying frets, hand position, pressing fingers on the string. Rehearsal techniques, concert preparation and reflection: Cycle 2 Showcase		
	Guitar journals and individual goals		



Annual Pacing Guide

Grade Level: 7

Subject: Music

Course meets 3x per week for approximately 13 weeks ($\frac{1}{3}$ of the school year)

September	October	November	December
Guitar Chords E, Em and Am chords Composing with Music Technology platforms such as Soundtrap and Garageband.		Guitar Chords C, G and D Play a variety of song styles using chords. Identify and compose with basic chord progressions.	Independent instrumental study with goal setting and tracking.
		Rehearsal techniques, concert preparation, participating in an ensemble and reflection. Understanding and connecting with music for specific performance purposes.	
Cycle Projects: coding and The Blues, composing with and creating loops with sound effects project, film scoring project			



Annual Pacing Guide

Grade Level: 8

Subject: Music

Course meets 3x per week for approximately 13 weeks ($\frac{1}{3}$ of the school year)

September	October	November	December
<p>CYCLE Centers: Guitar: Chords and Melody Composing: Found Sounds Composition using a DAW Creating: Podcast with original music demonstrating an understanding of more advanced DAW features Harlem Renaissance research and coding project Field Trip Cross Curricular Study Projects: Washington D.C. Broadway Musical</p>			<p>Music Passion Project: Students will reflect on their musical pursuits and accomplishments from their time at Deal School. Students will select a final project in an area of their interest, set goals, track their progress and provide evidence of completion.</p>
<p>Cycle Showcase - Student choice of live performance or project presentation Understanding and connecting with music for specific performance purposes.</p>			



Deal School Curriculum	
2020 New Jersey Student Learning Standards	
Visual and Performing Arts	
1.4 Theatre Standards by Grade 2	
Desired Outcomes	
Creating	
<p>Anchor Standard 1: Generating and conceptualizing ideas. Practices: Imagine, Envision Performance Expectations: 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama). 1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama). 1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).</p> <p>Anchor Standard 2: Organizing and developing ideas. Practices: Plan, Construct Performance Expectations: 1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). 1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>Anchor Standard 3: Refining and completing products. Practices: Evaluate, Clarify, Realize Performance Expectations: 1.4.2.Cr3a: With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). 1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). 1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	
Enduring Understandings	Essential Questions
Anchor Standard 1	Anchor Standard 1

<ul style="list-style-type: none"> ● Theatre artists rely on intuition, curiosity, and critical inquiry. <p>Anchor Standard 2</p> <ul style="list-style-type: none"> ● Theatre artists work to discover different ways of communicating meaning. <p>Anchor Standard 3</p> <ul style="list-style-type: none"> ● Theatre artists refine their work and practice their craft through rehearsal. 	<ul style="list-style-type: none"> ● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? <p>Anchor Standard 2</p> <ul style="list-style-type: none"> ● How, when, and why do theatre artists' choices change? <p>Anchor Standard 3</p> <ul style="list-style-type: none"> ● How do theatre artists transform and edit their initial ideas?
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Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Performers make informed choices about a character's intentions. ● Directors make use of theatrical designers. ● Theatre artists collaborate to guide a performance. 	<ul style="list-style-type: none"> ● Remain in character for a scene. ● Use contextual clues to plan voice, movement, gestures and costumes for a character. ● Work collaboratively to use contextual clues to make informed choices about set design, costumes and props. ● Collaborate to imagine, create, revise and rehearse character objectives, stage directions and aural/visual properties to advance a storyline.

Assessment Evidence

Formative

- Short performance tasks
- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
- Aural Teacher evaluation

Summative

- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative

- Rubric specific projects
- Rubric specific performance

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of theatre and/or theatre artists to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans**Modifications for Classroom**

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

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Modifications for Assessments

Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Suggested Learning Plan

10 minute warm up (Whole Group or Small Group activity)
10-15 minute Whole Group Instruction
10-15 minute Small or Whole Group Instruction
5-10 minute Closing Activity

Suggested Learning Resources

<http://www.childdrama.com/lessons.html#typetop>
<https://docs.alsde.edu/documents/54/4artsTHT.doc>
<http://web.bsu.edu/00smtancock/CyberLessons/LonPoPo/>
<http://www2.scholastic.com/browse/collateral.jsp?id=1018>
<http://www.Childrenstheatreplays.com/>
<http://library.thinkquest.org/5291/history.html>
http://www.abcteach.com/directory/theme_units/literature/charlottes_web/
www.jwpepper.com
<https://www.playscripts.com/find-a-play>
<http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml>
<http://www.proteacher.com/redirect.php?goto=880>
Monologues
Scenario Cards
Drama Games
View Outside Performances (High School or Professional)

Integration of Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.2.2.A.1 Define products produced as a result of technology or of nature

8.2.2.B.1 Identify how technology impacts or improves life.

Interdisciplinary Connections/Cross Curricular Opportunities

English Language Arts, 3.92 CPI NJSLSA.L3

Standard: Anchor Standards: Language

Strand: Knowledge of Language

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

SOCIAL STUDIES, 6.1C CPI 18

Standard: U.S. History: America in the World

Strand: Economics, Innovation, and Technology

Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

SOCIAL STUDIES, 6.1D CPI 18

Standard: U.S. History: America in the World

Strand: History, Culture, and Perspectives

Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

Pacing Guide

[K-2 Pacing Guide](#)

21st Century Themes and Skills

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using culture global competence.

Deal School Curriculum

2020 New Jersey Student Learning Standards

Visual and Performing Arts

1.4 Theatre Standards by Grade 2

Desired Outcomes

Performing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Practices: Choose, Rehearse

Performance Expectations:

1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practices: Establish, Analyze

Performance Expectations:

1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

Anchor Standard 6: Conveying meaning through art.

Practice: Share

Performance Expectations:

1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

Enduring Understandings

Anchor Standard 4

- Theatre artists develop personal processes and skills for a performance or design

Anchor Standard 5

- How do theatre artists use tools and techniques to communicate ideas and feelings?

Anchor Standard 6

- Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.

Essential Questions

Anchor Standard 4

- How do theatre artists fully prepare a performance or design?

Anchor Standard 5

- How do theatre artists use tools and techniques to communicate ideas and feelings?

Anchor Standard 6

- What happens when theatre artists and audiences share creative experiences?

Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Performer warm ups and exercises can be used as tools to prepare for performances. ● Theatre artists use tools to make characters believable. 	<ul style="list-style-type: none"> ● Perform a group and vocal warm-up. ● Use methods of relaxation, physical and vocal skills, acting techniques and active listening skills to perform a scripted scene. ● Create and perform narrative tales with distinct characters, moods, etc. ● Adapt a short story into another art form in the same genre. ● Describe how aural environment contributes to the audience's perception of setting and mood of the play.

Assessment Evidence

Formative

- Short performance tasks
- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
- Aural Teacher evaluation

Summative

- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative

- Rubric specific projects
- Rubric specific performance

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of theatre and/or theatre artists to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

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Suggested Learning Plan

10 minute warm up (Whole Group or Small Group activity)
10-15 minute Whole Group Instruction
10-15 minute Small or Whole Group Instruction
5-10 minute Closing Activity

Suggested Learning Resources

<https://docs.alsde.edu/documents/54/4artsTHT.doc>
<http://web.bsu.edu/00smtancock/CyberLessons/LonPoPo/>
<http://www2.scholastic.com/browse/collateral.jsp?id=1018>
<http://www.Childrenstheatreplays.com/>
<http://library.thinkquest.org/5291/history.html>
http://www.abcteach.com/directory/theme_units/literature/charlottes_web/
www.jwpepper.com
<https://www.playscripts.com/find-a-play>
<http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml>
<http://www.proteacher.com/redirect.php?goto=880>
Monologues
Scenario Cards
Drama Games
View Outside Performances (High School or Professional)

Integration of Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.2.2.A.1 Define products produced as a result of technology or of nature
8.2.2.B.1 Identify how technology impacts or improves life.

Interdisciplinary Connections/Cross Curricular Opportunities

ELA - NJSLS/ELA:

3.102 Grade 4 CPI L.4.3, Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases to convey

ideas precisely. B. Choose punctuation for effect. C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

3.11NJSLSA.R2, Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3.13 NJSLSA.R7, Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

6.1D Grade 4 CPI 13, Describe how culture is expressed through and influenced by the behavior of people.

6.1D Grade 4 CPI 19, Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.2D Grade 8 CPI 1.B, Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Pacing Guide

[K-2 Pacing Guide](#)

21st Century Themes and Skills

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using culture global competence.

Deal School Curriculum

2020 New Jersey Student Learning Standards

Visual and Performing Arts

1.4 Theatre Standards by Grade 2

Desired Outcomes

Responding

Anchor Standard 7: Perceiving and analyzing products.

Practices: Examine, Discern

Performance Expectations:

1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

Anchor Standard 8: Interpreting intent and meaning.

Practice: Interpret

Performance Expectations:

1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

Anchor Standard 9: Applying criteria to evaluate products.

Practice: Critique

Performance Expectations:

1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.

1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

Enduring Understandings	Essential Questions
Anchor Standard 7 <ul style="list-style-type: none"> ● Theatre artists reflect to understand the impact of drama processes and theatre experiences. Anchor Standard 8 <ul style="list-style-type: none"> ● Theatre artists' interpretations of drama/theatre work are 	Anchor Standard 7 <ul style="list-style-type: none"> ● How do theatre artists comprehend the essence of drama processes and theatre experiences? Anchor Standard 8

<p>influenced by personal experiences and aesthetics.</p> <p>Anchor Standard 9</p> <ul style="list-style-type: none"> ● Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 	<ul style="list-style-type: none"> ● How can the same work of art communicate different messages to different people? <p>Anchor Standard 9</p> <ul style="list-style-type: none"> ● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
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Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Theatre impacts society ● Theatre artists communicate with the audience. 	<ul style="list-style-type: none"> ● Identify the differences in the relationships between audiences and performers based on the viewing of plays from different historical eras and cultures. ● Recognize that theater, regardless of place or culture, tells us about ourselves and our lives. ● Use the body and face to create and react to imaginary conditions. ● Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Assessment Evidence

Formative

- Teacher Observation
- Imitate or create people, creatures, or things based on observation using body and facial expression
- Demonstrate the ability to follow a simple set of steps in a dramatic task.
- Use body and voice to demonstrate knowledge of holidays and other cultural events.

Summative

- Retell through drama and voice the plot of a short story and highlight the beginning, middle and end using movement and voice. Use appropriate theatre vocabulary to critique a live performance
- Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story.

Benchmark

- Describe the difference between theatre and real life

Alternative

- Group Presentation with rubric

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of theatre and/or theatre artists to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

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Suggested Learning Resources

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<http://www.Childrenstheatreplays.com/>

<http://library.thinkquest.org/5291/history.html>

http://www.abcteach.com/directory/theme_units/literature/charlottes_web/

www.jwpepper.com

<https://www.playscripts.com/find-a-play>

<http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml>

<http://www.proteacher.com/redirect.php?goto=880>

Monologues

Scenario Cards

Drama Games

View Outside Performances (High School or Professional)

Integration of Technology

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.2.2.A.1 Define products produced as a result of technology or of nature
- 8.2.2.B.1 Identify how technology impacts or improves life.

Interdisciplinary Connections/Cross Curricular Opportunities

English Language Arts, 3.92 CPI NJSLSA.L3

Standard: Anchor Standards: Language

Strand: Knowledge of Language

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

SOCIAL STUDIES, 6.1C CPI 18

Standard: U.S. History: America in the World

Strand: Economics, Innovation, and Technology

Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

SOCIAL STUDIES, 6.1D CPI 18

Standard: U.S. History: America in the World

Strand: History, Culture, and Perspectives

Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

Pacing Guide

[K-2 Pacing Guide](#)

21st Century Themes and Skills

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using culture global competence.

2020 New Jersey Student Learning Standards

Visual and Performing Arts

1.4 Theatre Standards by Grade 2

Desired Outcomes

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Practice: Incorporate

Performance Expectations:

1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Practices: Affect, Expand

Performance Expectations:

1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one’s own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.

1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

Enduring Understandings

Essential Questions

Anchor Standard 10

- Theatre artists allow awareness of interrelationships between self and others to inform their work.

Anchor Standard 11

- As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.

Anchor Standard 10

- What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?

Anchor Standard 11

- What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Learners will know...

Learners will be able to....

<ul style="list-style-type: none"> ● Culture and environment have an impact on theatrical performances. 	<ul style="list-style-type: none"> ● Describe the culture in the world of a play and compare it to the world that produced the play. ● Identify differences in plot structure, subject matter, character representation, and cultural identification of works of theatre from diverse eras and individuals. ● Analyze the cultural, communal, and environmental impact of large-scale theater productions. ● Categorize historical innovations in theatre history and compare them to innovations of present day theatre.
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Assessment Evidence

Formative

- Short performance tasks
- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
- Aural Teacher evaluation

Summative

- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative

- Rubric specific projects
- Rubric specific performance

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

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Anchor Activities

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Modified Assignments

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Modifications for Classroom

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Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

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Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

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<http://library.thinkquest.org/5291/history.html>
http://www.abcteach.com/directory/theme_units/literature/charlottes_web/
www.jwpepper.com
<https://www.playscripts.com/find-a-play>
<http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml>
<http://www.proteacher.com/redirect.php?goto=880>

Monologues
Scenario Cards
Drama Games
View Outside Performances (High School or Professional)

Integration of Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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8.2.2.A.1 Define products produced as a result of technology or of nature
8.2.2.B.1 Identify how technology impacts or improves life.

Interdisciplinary Connections/Cross Curricular Opportunities

English Language Arts, 3.92 CPI NJSLA.L3

Standard: Anchor Standards: Language

Strand: Knowledge of Language

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

SOCIAL STUDIES, 6.1C CPI 18

Standard: U.S. History: America in the World
Strand: Economics, Innovation, and Technology
Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

SOCIAL STUDIES, 6.1D CPI 18

Standard: U.S. History: America in the World
Strand: History, Culture, and Perspectives
Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

Pacing Guide

[K-2 Pacing Guide](#)

21st Century Themes and Skills

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using culture global competence.

Deal School Curriculum

2020 New Jersey Student Learning Standards

Visual and Performing Arts

1.4 Theatre Standards by Grade 5

Desired Outcomes

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Practices: Imagine, Envision

Performance Expectations:

1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.

1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and

collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

Anchor Standard 2: Organizing and developing ideas.

Practices: Plan, Construct

Performance Expectations:

1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances. **1.4.5.Cr2b:**

Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.

Anchor Standard 3: Refining and completing products.

Practices: Evaluate, Clarify, Realize

Performance Expectations:

1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.

1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.

1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

Enduring Understandings	Essential Questions
<p>Anchor Standard 1</p> <ul style="list-style-type: none"> ● Theatre artists rely on intuition, curiosity and critical inquiry. <p>Anchor Standard 2</p> <ul style="list-style-type: none"> ● Theatre artists work to discover different ways of communicating meaning. <p>Anchor Standard 3</p> <ul style="list-style-type: none"> ● Theatre artists refine their work and practice their craft through rehearsal. 	<p>Anchor Standard 1</p> <ul style="list-style-type: none"> ● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? <p>Anchor Standard 2</p> <ul style="list-style-type: none"> ● How, when, and why do theatre artists' choices change? <p>Anchor Standard 3</p> <ul style="list-style-type: none"> ● How do theatre artists transform and edit their initial ideas?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Performers make informed choices about a character. ● Theatrical designers bring a scene to life. 	<ul style="list-style-type: none"> ● Use contextual clues to demonstrate different physical, emotional, locomotor, and vocal performance options for a character. ● Remain in character for a scene. ● After reading a scene use clues to make informed choices about set design, costumes, props, set pieces, lighting and sound effects. ● Justify physical choices of a

- student-created character. - Justify vocal choices of a student-created character.
- Write an original exchange between two characters in which a conflict is revealed.

Assessment Evidence

Formative

- Short performance tasks
- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
- Aural Teacher evaluation

Summative

- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative

- Rubric specific projects
- Rubric specific performance

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of theatre and/or theatre artists to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

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10-15 minute Whole Group Instruction

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5-10 minute Closing Activity

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http://www.abcteach.com/directory/theme_units/literature/charlottes_web/
www.jwpepper.com
<https://www.playscripts.com/find-a-play>
<http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml>
<http://www.proteacher.com/redirect.php?goto=880>

Monologues

Scenario Cards

Drama Games

View Outside Performances (High School or Professional)

Integration of Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.2.2.A.1 Define products produced as a result of technology or of nature

8.2.2.B.1 Identify how technology impacts or improves life.

Interdisciplinary Connections/Cross Curricular Opportunities

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3.102 Grade 4 CPI L.4.3, Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases to convey ideas precisely. B. Choose punctuation for effect. C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

3.11NJSLSA.R2, Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3.13 NJSLSA.R7, Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

6.1D Grade 4 CPI 13, Describe how culture is expressed through and influenced by the behavior of people.

6.1D Grade 4 CPI 19, Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.2D Grade 8 CPI 1.B, Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Pacing Guide

[3-5 Pacing Guide](#)

21st Century Themes and Skills

3rd and 4th: 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
5th: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP12. Work productively in teams while using culture global competence.

Deal School Curriculum

2020 New Jersey Student Learning Standards

Visual and Performing Arts

1.4 Theatre Standards by Grade 5

Desired Outcomes

Performing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Practices: Choose, Rehearse

Performance Expectations:

1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.

1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practices: Establish, Analyze

<p>Performance Expectations: 1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work. 1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.</p> <p>Anchor Standard 6: Conveying meaning through art. Practice: Share</p> <p>Performance Expectations: 1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.</p>	
Enduring Understandings	Essential Questions
Anchor Standard 4 <ul style="list-style-type: none"> ● Theatre artists develop personal processes and skills for a performance or design. Anchor Standard 5 <ul style="list-style-type: none"> ● Theatre artists make choices to convey meaning. Anchor Standard 6 <ul style="list-style-type: none"> ● Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. 	Anchor Standard 4 <ul style="list-style-type: none"> ● How do theatre artists fully prepare a performance or design? Anchor Standard 5 <ul style="list-style-type: none"> ● How do theatre artists use tools and techniques to communicate ideas and feelings? Anchor Standard 6 <ul style="list-style-type: none"> ● What happens when theatre artists and audiences share creative experiences?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Performer warm ups and exercises can be used as tools to prepare for performances. ● Theatre artists use tools to make characters believable. 	<ul style="list-style-type: none"> ● Perform a group and vocal warm-up. ● Use methods of relaxation, physical and vocal skills, acting techniques and active listening skills to perform a scripted scene. ● Create and perform narrative tales with distinct characters, moods, etc. ● Adapt a short story into another art form in the same genre. ● Describe how aural environment contributes to the audience's perception of setting and mood of the play.
Assessment Evidence	
Formative <ul style="list-style-type: none"> ● Short performance tasks ● Performance Self Assessment Reflections 	

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- Aural Teacher evaluation

Summative

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Alternative

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Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

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Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

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www.jwpepper.com
<https://www.playscripts.com/find-a-play>
<http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml>

<http://www.proteacher.com/redirect.php?goto=880>

Monologues

Scenario Cards

Drama Games

View Outside Performances (High School or Professional)

Integration of Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.2.2.A.1 Define products produced as a result of technology or of nature

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Pacing Guide

[3-5 Pacing Guide](#)

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Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

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Deal School Curriculum

2020 New Jersey Student Learning Standards

Visual and Performing Arts

1.4 Theatre Standards by Grade 5

Desired Outcomes

Responding

Anchor Standard 7: Perceiving and analyzing products.

Practices: Examine, Discern

Performance Expectations:

1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.

Anchor Standard 8: Interpreting intent and meaning.

Practice: Interpret

Performance Expectations:

1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work.

1.4.5.Re2b: Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.

1.4.5.Re8c: Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.

Anchor Standard 9: Applying criteria to evaluate products.

Practice: Critique

Performance Expectations:

<p>1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.</p> <p>1.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.</p> <p>1.4.5.Re9c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.</p>	
Enduring Understandings	Essential Questions
<p>Anchor Standard 7</p> <ul style="list-style-type: none"> ● Theatre artists reflect to understand the impact of drama processes and theatre experiences. <p>Anchor Standard 8</p> <ul style="list-style-type: none"> ● Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. <p>Anchor Standard 9</p> <ul style="list-style-type: none"> ● Theatre artists apply criteria to investigate, explore and assess drama and theatre work. 	<p>Anchor Standard 7</p> <ul style="list-style-type: none"> ● How do theatre artists comprehend the essence of drama processes and theatre experiences? <p>Anchor Standard 8</p> <ul style="list-style-type: none"> ● How can the same work of art communicate different messages to different people? <p>Anchor Standard 9</p> <ul style="list-style-type: none"> ● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Theatre impacts society ● Theatre artists communicate with the audience. 	<ul style="list-style-type: none"> ● Identify the differences in the relationships between audiences and performers based on the viewing of plays from different historical eras and cultures. ● Recognize that theater, regardless of place or culture, tells us about ourselves and our lives. ● Use the body and face to create and react to imaginary conditions. ● Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. ● Critique the technical proficiency of a production based on how well sets, light, and sound are used in realizing the director's vision.

Assessment Evidence

Formative

- Short performance tasks
- Performance Self Assessment Reflections
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- Aural Teacher evaluation

Summative

- Performance of dramatic works with accompanying rubric.
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Accommodations and Modifications

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Extension Activities

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Deal School Curriculum

2020 New Jersey Student Learning Standards

Visual and Performing Arts

1.4 Theatre Standards by Grade 5

Desired Outcomes

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Practice: Incorporate

Performance Expectations:

1.4.5.Cn10a: Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Practices: Affect, Expand

Performance Expectations:

1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.

1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.

Enduring Understandings

Essential Questions

Anchor Standard 10

Anchor Standard 10

<ul style="list-style-type: none"> ● Theatre artists allow awareness of interrelationships between self and others to inform their work. <p>Anchor Standard 11</p> <ul style="list-style-type: none"> ● As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. 	<ul style="list-style-type: none"> ● What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? <p>Anchor Standard 11</p> <ul style="list-style-type: none"> ● What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
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<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Culture and environment have an impact on theatrical performances. 	<ul style="list-style-type: none"> ● Describe the culture in the world of a play and compare it to the world that produced the play. ● Identify differences in plot structure, subject matter, character representation, and cultural identification of works of theatre from diverse eras and individuals. ● Analyze the cultural, communal, and environmental impact of large-scale theater productions. ● Categorize historical innovations in theatre history and compare them to innovations of present day theatre. ● Identify major historical periods of theater and characterize the role of theater in various eras and cultures. ● Identify biases inherent in a script.

Assessment Evidence

<p>Formative</p> <ul style="list-style-type: none"> ● Short performance tasks ● Performance Self Assessment Reflections ● Teacher observation of student during drama activities. ● Aural Teacher evaluation <p>Summative</p> <ul style="list-style-type: none"> ● Performance of dramatic works with accompanying rubric.

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Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
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Students at Risk for School Failure

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10-15 minute Whole Group Instruction
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<http://web.bsu.edu/00smtancock/CyberLessons/LonPoPo/>
<http://www2.scholastic.com/browse/collateral.jsp?id=1018>
<http://www.Childrenstheatreplays.com/>
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http://www.abcteach.com/directory/theme_units/literature/charlottes_web/
www.jwpepper.com
<https://www.playscripts.com/find-a-play>
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<http://www.proteacher.com/redirect.php?goto=880>
Monologues
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View Outside Performances (High School or Professional)

Integration of Technology

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.2.2.A.1 Define products produced as a result of technology or of nature
- 8.2.2.B.1 Identify how technology impacts or improves life.

Interdisciplinary Connections/Cross Curricular Opportunities

ELA - NJSLS/ELA:

3.102 Grade 4 CPI L.4.3, Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases to convey ideas precisely. B. Choose punctuation for effect. C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

3.11NJSLSA.R2, Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3.13 NJSLSA.R7, Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

6.1D Grade 4 CPI 13, Describe how culture is expressed through and influenced by the behavior of people.

6.1D Grade 4 CPI 19, Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.2D Grade 8 CPI 1.B, Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Pacing Guide

[3-5 Pacing Guide](#)

21st Century Themes and Skills

3rd and 4th: 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

5th: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using culture global competence.

Deal School Curriculum

2020 New Jersey Student Learning Standards

Visual and Performing Arts

1.4 Theatre Standards by Grade 8

Desired Outcomes

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Practices: Imagine, Envision

Performance Expectations:

1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.

1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work. **1.4.8.Cr1c:** Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

Anchor Standard 2: Organizing and developing ideas.

Practices: Plan, Construct

Performance Expectations:

1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.

Anchor Standard 3: Refining and completing products.

Practices: Evaluate, Clarify, Realize

Performance Expectations:

1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.

1.4.8.Cr3b: Implement and refine a planned technical design using simple

<p>technology during the rehearsal process for devised or scripted theatre work. 1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.</p>	
<p>Enduring Understandings</p> <p>Anchor Standard 1</p> <ul style="list-style-type: none"> ● Theatre artists rely on intuition, curiosity and critical inquiry. <p>Anchor Standard 2</p> <ul style="list-style-type: none"> ● Theatre artists work to discover different ways of communicating meaning. <p>Anchor Standard 3</p> <ul style="list-style-type: none"> ● Theatre artists refine their work and practice their craft through rehearsal. 	<p>Essential Questions</p> <p>Anchor Standard 1</p> <ul style="list-style-type: none"> ● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? <p>Anchor Standard 2</p> <ul style="list-style-type: none"> ● How, when, and why do theatre artists' choices change? <p>Anchor Standard 3</p> <ul style="list-style-type: none"> ● How do theatre artists transform and edit their initial ideas?
<p>Learners will know...</p> <ul style="list-style-type: none"> ● Performers make informed choices about a character. ● Theatrical designers bring a scene to life. 	<p>Learners will be able to....</p> <ul style="list-style-type: none"> ● Use contextual clues to demonstrate different physical, emotional, locomotor, and vocal performance options for a character. ● Remain in character for a scene. ● After reading a scene use clues to make informed choices about set design, costumes, props, set pieces, lighting and sound effects. ● Justify physical choices of a student-created character. - Justify vocal choices of a student-created character. ● Use contextual clues to make informed choices about set design, costumes, props and set pieces. Examine the responsibilities of theatrical designers and discuss how designers work collaboratively to bring the director's vision to life.
<p>Assessment Evidence</p>	
<p>Formative</p> <ul style="list-style-type: none"> ● Short performance tasks ● Performance Self Assessment Reflections ● Teacher observation of student during drama activities. ● Aural Teacher evaluation 	

Summative

- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative

- Rubric specific projects
- Rubric specific performance

Accommodations and Modifications**Gifted and Talented: (content, process, product and learning environment)**

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of theatre and/or theatre artists to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans**Modifications for Classroom**

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Teachers will check/sign student agenda daily

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www.jwpepper.com
<https://www.playscripts.com/find-a-play>
<http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml>
<http://www.proteacher.com/redirect.php?goto=880>

Monologues
Scenario Cards
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View Outside Performances (High School or Professional)

LGBTQ+ and Disabilities:

Famous People with Disabilities

, varying ability levels offer such a challenge to teachers that classes are divided into learning groups for effectiveness. Edu

https://www.stonewall.org.uk/system/files/inclusive_curriculum_guide.pdf

Integration of Technology

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web)
- 8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
- 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
- 8.2.8.D.3 Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
- 8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used

Interdisciplinary Connections/Cross Curricular Opportunities

ELA -

3.71 NJSLSA.SL1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Social Studies-

6.2D Grade 8 CPI 1.B, Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Pacing Guide

[6-8 Pacing Guide](#)

21st Century Themes and Skills

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.
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Deal School Curriculum

2020 New Jersey Student Learning Standards

Visual and Performing Arts

1.4 Theatre Standards by Grade 8

**Desired Outcomes
Performing**

Anchor Standard 4: Selecting, analyzing and interpreting work.
Practices: Choose, Rehearse
Performance Expectations:
1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Practices: Establish, Analyze
Performance Expectations:
1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.

Anchor Standard 6: Conveying meaning through art.
Practice: Share
Performance Expectations:
1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience

Enduring Understandings	Essential Questions
Anchor Standard 4 <ul style="list-style-type: none"> ● Theatre artists develop personal processes and skills for a performance or design. Anchor Standard 5	Anchor Standard 4 <ul style="list-style-type: none"> ● How do theatre artists fully prepare a performance or design? Anchor Standard 5

<ul style="list-style-type: none"> ● Theatre artists make choices to convey meaning. <p>Anchor Standard 6</p> <ul style="list-style-type: none"> ● Theatre artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore the human experience. 	<ul style="list-style-type: none"> ● How do theatre artists use tools and techniques to communicate ideas and feelings? <p>Anchor Standard 6</p> <ul style="list-style-type: none"> ● What happens when theatre artists and audiences share creative experiences?
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Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Performer warm ups and exercises can be used as tools to prepare for performances. ● Theatre artists use tools to make characters believable. 	<ul style="list-style-type: none"> ● Perform a group and vocal warm-up. ● Use methods of relaxation, physical and vocal skills, acting techniques and active listening skills to perform a scripted scene. ● Create and perform narrative tales with distinct characters, moods, etc. ● Adapt a short story into another art form in the same genre. ● Describe how aural environment contributes to the audience's perception of setting and mood of the play. ● Write an original exchange between two characters in which a conflict is revealed. ● Demonstrate an ability to communicate a character's objectives and subtext in improvisational scenarios and scripted scenes.

Assessment Evidence

<p>Formative</p> <ul style="list-style-type: none"> ● Short performance tasks ● Performance Self Assessment Reflections ● Teacher observation of student during drama activities. ● Aural Teacher evaluation <p>Summative</p> <ul style="list-style-type: none"> ● Performance of dramatic works with accompanying rubric. ● Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.
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http://www.abcteach.com/directory/theme_units/literature/charlottes_web/

www.jwpepper.com

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Pacing Guide

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21st Century Themes and Skills

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Career Ready Practices

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Deal School Curriculum	
2020 New Jersey Student Learning Standards	
Visual and Performing Arts	
1.4 Theatre Standards by Grade 8	
Desired Outcomes Responding	
<p>Anchor Standard 7: Perceiving and analyzing products. Practices: Examine, Discern Performance Expectations: 1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work. 1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.</p> <p>Anchor Standard 8: Interpreting intent and meaning. Practice: Interpret Performance Expectations: 1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work. 1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work. 1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.</p> <p>Anchor Standard 9: Applying criteria to evaluate products. Practice: Critique Performance Expectations: 1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work. 1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work. 1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.</p>	
Enduring Understandings	Essential Questions
Anchor Standard 7 <ul style="list-style-type: none"> ● Theatre artists reflect to understand the impact of drama processes and theatre experiences. Anchor Standard 8	Anchor Standard 7 <ul style="list-style-type: none"> ● How do theatre artists comprehend the essence of drama processes and theatre experiences? Anchor Standard 8

<ul style="list-style-type: none"> ● Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. <p>Anchor Standard 9</p> <ul style="list-style-type: none"> ● Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 	<ul style="list-style-type: none"> ● How can the same work of art communicate different messages to different people? <p>Anchor Standard 9</p> <ul style="list-style-type: none"> ● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
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Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Theatre impacts society ● Theatre artists communicate with the audience. 	<ul style="list-style-type: none"> ● Identify the differences in the relationships between audiences and performers based on the viewing of plays from different historical eras and cultures. ● Recognize that theater, regardless of place or culture, tells us about ourselves and our lives. ● Use the body and face to create and react to imaginary conditions. ● Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. ● Critique the technical proficiency of a production based on how well sets, light, and sound are used in realizing the director's vision. ● Demonstrate an ability to separate opinion and taste from fact-based criticism.

Assessment Evidence

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- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
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Summative

- Performance of dramatic works with accompanying rubric.
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Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
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Suggested Learning Plan

10 minute warm up (Whole Group or Small Group activity)

10-15 minute Whole Group Instruction

10-15 minute Small or Whole Group Instruction

5-10 minute Closing Activity

Suggested Learning Resources

<https://docs.alsde.edu/documents/54/4artsTHT.doc>

<http://web.bsu.edu/00smtancock/CyberLessons/LonPoPo/>

<http://www2.scholastic.com/browse/collateral.jsp?id=1018>

<http://www.Childrenstheatreplays.com/>

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www.jwpepper.com

<https://www.playscripts.com/find-a-play>

<http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml>

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Monologues

Scenario Cards

Drama Games

View Outside Performances (High School or Professional)

LGBTQ+ and Disabilities:

Famous People with Disabilities

,varying ability levels offer such a challenge to teachers that classes are divided into learning groups for effectiveness. Edu

https://www.stonewall.org.uk/system/files/inclusive_curriculum_guide.pdf

Integration of Technology

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web)
- 8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
- 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
- 8.2.8.D.3 Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
- 8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used

Interdisciplinary Connections/Cross Curricular Opportunities

ELA -

3.71 NJSLA.SL1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Social Studies-

6.2D Grade 8 CPI 1.B, Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Pacing Guide

[6-8 Pacing Guide](#)

21st Century Themes and Skills

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career Ready Practices

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using culture global competence.

Deal School Curriculum	
2020 New Jersey Student Learning Standards	
Visual and Performing Arts	
1.4 Theatre Standards by Grade 8	
Desired Outcomes	
Connecting	
<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Practice: Incorporate Performance Expectations: 1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Practices: Affect, Expand Performance Expectations: 1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced. 1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.</p>	
Enduring Understandings	Essential Questions
<p>Anchor Standard 10</p> <ul style="list-style-type: none"> ● Theatre artists allow awareness of interrelationships between self and others to inform their work. <p>Anchor Standard 11</p> <ul style="list-style-type: none"> ● As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. 	<p>Anchor Standard 10</p> <ul style="list-style-type: none"> ● What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? <p>Anchor Standard 11</p> <ul style="list-style-type: none"> ● What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
Learners will know...	Learners will be able to....

<ul style="list-style-type: none"> ● Culture and environment have an impact on theatrical performances. 	<ul style="list-style-type: none"> ● Describe the culture in the world of a play and compare it to the world that produced the play. ● Identify differences in plot structure, subject matter, character representation, and cultural identification of works of theatre from diverse eras and individuals. ● Analyze the cultural, communal, and environmental impact of large-scale theater productions. ● Categorize historical innovations in theatre history and compare them to innovations of present day theatre. ● Identify major historical periods of theater and characterize the role of theater in various eras and cultures.
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Assessment Evidence

Formative

- Short performance tasks
- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
- Aural Teacher evaluation

Summative

- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative

- Rubric specific projects
- Rubric specific performance

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of theatre and/or theatre artists to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

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Interdisciplinary Connections/Cross Curricular Opportunities

ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

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Pacing Guide

[6-8 Pacing Guide](#)

21st Century Themes and Skills

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

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Annual Pacing Guide

Grade Level: K-2

Subject: Theatre

September	October	November	December	January
Unit 1: Developing Ideas		Unit 2: Developing Technique		

February	March	April	May	June
Unit 3: Interpreting Drama		Unit 4: Connecting Drama to Self		



Working document.

Update as needed.

Annual Pacing Guide

Grade Level: 3-5

Subject: Theatre

September	October	November	December	January
Unit 1: Developing Ideas		Unit 2: Developing Technique		

February	March	April	May	June
Unit 3: Interpreting Drama		Unit 4: Connecting Drama to Self		



Working document.

Update as needed.

Annual Pacing Guide

Grade Level: 6-8

Subject: Theatre

September	October	November	December	January
Unit 1: Developing Ideas		Unit 2: Developing Technique		

February	March	April	May	June
Unit 3: Interpreting Drama		Unit 4: Connecting Drama to Self		



Working document.

Update as needed.

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Visual Arts Standards by the End of Grade 2

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas.

Practice: Explore

Performance Expectations:

1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

1.5.2.Cr1b: Engage in individual and Collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

Enduring Understandings

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.

Essential Questions

- 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?

Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Artists use creativity and innovative thinking to develop ideas from a variety of sources. Creativity is a life skill that can be collaborated to help expand ideas ● Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings. 	<ul style="list-style-type: none"> ● Explain and generate creative ideas through exploring and taking creative risks. ● Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
<p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Practice: Investigate</p> <p>Performance Expectations:</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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?

	<ul style="list-style-type: none"> ● 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?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Artists develop creative ideas through developing skills and experimenting. ● Craftsmanship is what skilled artists demonstrate in their artwork when they use art materials and tools safely and accordingly. ● There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems. 	<ul style="list-style-type: none"> ● Make creative decisions while using artistic skills in various art making techniques. ● Work as artists, while caring for materials, tools and supplies, handling them safely. ● Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
<p>Anchor Standard 3: Refining and completing products</p> <p>Practice: Reflect, Refine, Continue</p> <p>Performance Expectations:</p> <p>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. 	<ul style="list-style-type: none"> ● 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?

Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● With practice and reflection we can further refine our artwork through perseverance. 	<ul style="list-style-type: none"> ● Reflect on their artists work, further growing as artists through refinement of their artwork.

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

- Read aloud of picture books and stories related to concepts
- Visual Literacy activity focusing on the analysis of artwork

Introduction and Modeling of New Knowledge (10 minutes)-

- The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

- Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught.

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Exit tickets
- Technology assisted assessments
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections

Alternative Assessments-

Including but not limited to-

- Portfolios
- Digital Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Museums- Including but not limited to-</p> <ul style="list-style-type: none"> ● The Museum of Modern Art, Online resources ● The Metropolitan Museum of Art- Online Resources ● The Princeton Art Museum- Online Resources <p>Online Resources- Including but not limited to-</p> <p>Seesaw</p> <p>Youtube (e.g. The The Three Primary colors, by OK GO)</p> <p>Online artists web pages</p> <p>NJ SEL Arts-Create</p> <p>Books- Including but not limited to-</p> <p>Varied Picture Books</p> <p>Children's Books relating to art concepts, time periods, and techniques</p> <p>Various teacher-created resources including slides, handouts and reference materials.</p>

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives.

Sample Resources

Sample Picture Books-

Including but not limited to-

Equity

I am Enough by Grace Byers

The Name Jar by Yangsook Choi

Inclusion

The Day you Began by Jacqueline Woodson

All Are Welcome by Alexandra Penfold

Where are you From? By Yamile Saied Mendez

Diversity

Parker Looks Up: An Extraordinary Moment by Parker Curry

The Color of Us by Karen Katz

The Skin you Live In by Michael Tyler

Artists

A Range of Diverse Artists are included throughout the learning process.

Social and Emotional Learning Enduring Understanding and Questions from [NJ SEL Arts](#)

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self-Awareness <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts 	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?
Self-Management <ul style="list-style-type: none"> ● 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?
Social Awareness <ul style="list-style-type: none"> ● 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 the differences among individuals, groups and others' cultural background influence the creative process?
Responsible Decision-Making <ul style="list-style-type: none"> ● Evaluate personal, ethical, safety and civic impact of decisions 	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?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning

Core Ideas:	Performance Expectations:
<ul style="list-style-type: none"> ● Different types of jobs require different knowledge and skills 	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.4 Life Literacies and Key Skills
Creativity and Innovation

Core Ideas:	Performance Expectations:
<ul style="list-style-type: none"> ● Brainstorming can create new, innovative ideas 	●9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Critical Thinking and Problem-solving

Core Ideas:	Performance Expectations:
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<ul style="list-style-type: none"> ● Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem 	<ul style="list-style-type: none"> ●9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
Technology Literacy	
Core Idea	Performance Expectation
<ul style="list-style-type: none"> ● Different digital tools have different purposes 	9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
<ul style="list-style-type: none"> ● Collaborating digitally as a team can often develop a better artifact than an individual working alone. 	9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively
Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation
<p>Effects of Technology on the Natural World</p> <ul style="list-style-type: none"> ● Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment 	8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment
<p>Computing Systems</p> <ul style="list-style-type: none"> ● Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally 	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
<p>Interaction of Technology and Humans</p> <ul style="list-style-type: none"> ● Various tools can improve daily tasks and quality of life 	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
<p>Engineering Design</p> <ul style="list-style-type: none"> ● Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions 	8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

Interdisciplinary Connections/Cross Curricular Opportunities

Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.

Kindergarten

English Language Arts

Progress Indicators for Reading Informational Texts-Integration of Knowledge and Ideas

3.23 Grade K CPI RL.K.7, With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Progress Indicators for Speaking and Listening- Presentation of Knowledge and Ideas

3.82 Grade K CPI SL.K.5, Add drawings or other visual displays to descriptions as desired to provide additional detail.

Mathematics

Geometry

Analyze, compare, create, and compose shapes

4.5B Grade K CPI 5, Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

Counting and Cardinality

Know number names and the count sequence

4.1A Grade K CPI 3, Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Social Studies

Civics, Government, and Human Rights: Processes and Rules

Core Idea-

	<p>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly</p> <p>Performance Expectation- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good</p>
Science	<p>K-PS3: Energy</p> <p>K-PS3-1-Make observations to determine the effect of sunlight on Earth’s surface</p>
1st grade	
English Language Arts	<p>Progress Indicators for Reading Literature Text-Key Ideas and Details</p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p> <p>Integration of Knowledge and Ideas</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events</p> <p>Progress Indicators for Writing-Production and Distribution of Writing</p> <p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers</p>
Mathematics	<p>Geometry</p> <p>A. Reason with shapes and their attributes.</p> <p>1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>
Social Studies	<p>Civics, Government, and Human Rights: Participation and Deliberation</p> <p>Core Idea-</p>

	<p>When all members of the group are given the opportunity to participate in the decision-making process everyone’s voice is heard.</p> <p>Performance Expectation- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions</p>
Science	<p>1- PS4: Waves and their Applications in Technologies for Information Transfer 1-PS4-2-Make observations to construct an evidence-based account that objects can be seen only when illuminated</p>
2nd grade	
English Language Arts	<p>Progress Indicators Reading Literature Texts-Key Ideas and Details RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p>Progress Indicators for Speaking and Listening-Presentation of Knowledge and Ideas SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
Mathematics	<p>Geometry A. Reason with shapes and their attributes. 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>
Social Studies	<p>Civics, Government, and Human Rights: Participation and Deliberation Core Idea- When all members of the group are given the opportunity to participate in the</p>

	<p>decision-making process everyone’s voice is heard.</p> <p>Performance Expectation- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions</p> <p>Geography, People, and the Environment: Human Population Patterns Core Idea Physical and human characteristics affect where people live (settle)</p> <p>Performance Expectations 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability)</p>
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<p>Science</p>	<p>2- PS1: Matter and Its Interactions 2-PS1-1- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p>2-LS2: Ecosystems: Interactions, Energy, and Dynamics 2-LS2-1-Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p>2-ESS2: Earth’s Systems 2-ESS2-2-Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p>
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Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-
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Directions

- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment

- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

Chromebooks and Ipads

- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions
- Provide final product examples

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vQ7y45yEznp_dyr4k5dGRHD9pPaCZmDpm3YISy7oEw_yBLprXZ1CP3rGulwoai9vTKKaMYdfchv3z8l/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Visual Arts Standards by the End of Grade 2

Artistic Process-PRESENTING

Desired Outcomes

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Practice: Analyze

Performance Expectations:

1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation	<ul style="list-style-type: none">● How are artworks cared for and by whom?● What criteria, methods and processes are used to select work for preservation or presentation?● Why do people value objects, artifacts and artworks, and select them for presentation?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none">● The criteria used to analyze a work of art and select a work of art for display.	<ul style="list-style-type: none">● Create a work of art based on a theme.● Explain how artwork is cared for.● Select a work of art for display.

<ul style="list-style-type: none"> ● Why some works of art are valued over others 	
<p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products</p> <p>Practice: Select</p> <p>Performance Expectations: 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.</p>	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> ● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. 	<ul style="list-style-type: none"> ● What methods and processes are considered when preparing artwork for presentation or preservation? ● How does refining artwork affect its meaning to the viewer? ● What criteria are considered when selecting work for presentation, a portfolio, or a collection?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● The function/use of a portfolio is. ● Artwork can be refined in preparation for display. ● Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies. 	<ul style="list-style-type: none"> ● Create a portfolio. ● Ask/answer questions related to selecting and preparing artwork for presentations.
<p>Anchor Standard 6: Conveying meaning through art.</p> <p>Practice: Share</p> <p>Performance Expectations: 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.</p>	

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. 	<ul style="list-style-type: none"> ● What is an art museum? ● How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? ● How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● What a museum is and who works in a museum. ● How artwork is collected, preserved and presented in a museum or gallery. 	<ul style="list-style-type: none"> ● Explain the role of a museum or gallery in our community.

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

- Read aloud of picture books and stories related to concepts
- Visual Literacy activity focusing on the analysis of artwork

Introduction and Modeling of New Knowledge (10 minutes)-

- The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

- Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught.

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Exit tickets
- Technology assisted assessments
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections

Alternative Assessments-

Including but not limited to-

- Portfolios
- Digital Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Museums- Including but not limited to-</p> <ul style="list-style-type: none"> ● The Museum of Modern Art, Online resources ● The Metropolitan Museum of Art- Online Resources ● The Princeton Art Museum- Online Resources <p>Online Resources- Including but not limited to-</p> <p>Seesaw</p> <p>Youtube (e.g. The The Three Primary colors, by OK GO)</p> <p>Online artists web pages</p>

	<p>NJ SEL Arts-Create</p> <p>Books- Including but not limited to- Varied Picture Books Children's Books relating to art concepts, time periods, and techniques</p> <p>Various teacher-created resources including slides, handouts and reference materials.</p>
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Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives.

Sample Resources

Sample Picture Books-
Including but not limited to-

Equity
I am Enough by Grace Byers
The Name Jar by Yangsook Choi

Inclusion
The Day you Began by Jacqueline Woodson
All Are Welcome by Alexandra Penfold
Where are you From? By Yamile Saied Mendez

Diversity
Parker Looks Up: An Extraordinary Moment by Parker Curry
The Color of Us by Karen Katz
The Skin you Live In by Michael Tyler

Artists
A Range of Diverse Artists are included throughout the learning process.

**Social and Emotional Learning
Enduring Understanding and Questions from [NJ SEL Arts](#)**

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
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<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s personal traits, strengths and limitations 	<p>EU: An artists' thoughts, feelings, strengths, and limitations affect the selection, interpretation and performance/ presentation/production of artistic works. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?</p>
<p>Self-Management</p> <ul style="list-style-type: none"> ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	<p>EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning. EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?</p>
<p>Social Awareness</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of the need for mutual respect when viewpoints differ 	<p>EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/perform/ produce artistic works?</p>
<p>Relationship Skills</p> <ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others 	<p>EU:The performance / presentation /production of an artistic work is enhanced by seeking help from others. EQ: How can an artist's relationship with others impact the performance / presentation/production of artistic works?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.4 Life Literacies and Key Skills
Creativity and Innovation

<p>Core Ideas:</p>	<p>Performance Expectations:</p>
<p>Brainstorming can create new, innovative ideas</p>	<p>●9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)</p>

Digital Citizenship	
Core Ideas:	Performance Expectations:
Digital artifacts can be owned by individuals or organizations.	9.4.2.DC.2: Explain the importance of respecting digital content of others.
Digital communities allow for social interactions that can result in positive or negative outcomes.	9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
Technology Literacy	
Core Ideas:	Performance Expectations:
Digital tools have a purpose.	9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
Technology Literacy	
Core Idea	Performance Expectation
Different digital tools have different purposes	9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation
<p>Computing Systems</p> <ul style="list-style-type: none"> ● Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally 	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
<p>Interaction of Technology and Humans</p> <ul style="list-style-type: none"> ● Various tools can improve daily tasks and quality of life 	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

<p>Engineering Design</p> <ul style="list-style-type: none"> ● Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions 	<p>8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p>
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Interdisciplinary Connections/Cross Curricular Opportunities

Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.

Kindergarten

<p>English Language Arts</p>	<p>Progress Indicators Reading Literature Text-Key Ideas and Details 3.21 Grade K CPI RL.K.3, With prompting and support, identify characters, settings, and major events in a story.</p> <p>Progress Indicators for Writing - Production and Distribution of Writing 3.62 Grade K CPI W.K.6, With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
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<p>Mathematics</p>	<p>Geometry-A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 4.5A Grade K CPI 3, Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>
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<p>Social Studies</p>	<p>Civics, Government, and Human Rights: Processes and Rules Core Idea- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly Performance Expectation-</p>
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	6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good
Science	<p>K-PS3: Energy</p> <p>K-PS3-1-Make observations to determine the effect of sunlight on Earth’s surface</p>
1st grade	
English Language Arts	<p>Progress Indicators for Reading Literature Text- Key Ideas and Details RL.1.1. Ask and answer questions about key details in a text.</p> <p>Progress Indicators for Writing- Production and Distribution of Writing W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers</p>
Mathematics	<p>Geometry A. Reason with shapes and their attributes. 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p>
Social Studies	<p>Civics, Government, and Human Rights: Participation and Deliberation Core Idea- When all members of the group are given the opportunity to participate in the decision-making process everyone’s voice is heard. Performance Expectation-</p>

	6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions
Science	1- PS4: Waves and their Applications in Technologies for Information Transfer 1-PS4-2- Make observations to construct an evidence-based account that objects can be seen only when illuminated
2nd grade	
English Language Arts	Progress Indicators Reading Literature Texts-Integration of Knowledge and Ideas RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot Progress Indicators for Speaking and Listening-Presentation of Knowledge and Ideas SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Mathematics	Measurement and Data A. Measure and estimate lengths in standard units. 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes
Social Studies	Civics, Government, and Human Rights: Participation and Deliberation Core Idea- When all members of the group are given the opportunity to participate in the decision-making process everyone's voice is heard. Performance Expectation-

	6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
Science	<p>2-LS2: Ecosystems: Interactions, Energy, and Dynamics 2-LS2-1-Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p>2-ESS2: Earth's Systems 2-ESS2-2-Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p>

Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504
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Pacing Guide	
https://docs.google.com/document/d/e/2PACX-1vQ7y45yEznp_dyr4k5dGRHD9pPaCZmDpm3YISy7oEw_yBLprXZ1CP3rGulwoai9vTKKaMYdfchv3z8l/pub	

Deal School Curriculum	
2020 New Jersey Student Learning Standards-Visual and Performing Arts	
Visual Arts Standards by the End of Grade 2	
Artistic Process-RESPONDING	
Desired Outcomes	
Anchor Standard 7: Perceiving and analyzing products	
Practice: Perceive	
Performance Expectations:	
<ul style="list-style-type: none"> ● 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. ● 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of 	<ul style="list-style-type: none"> ● How do life experiences influence the way you relate to art? ● How does learning about art impact how we perceive the world?

self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	<ul style="list-style-type: none"> ● 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?
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Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● That visual arts include art forms like painting, drawing, printmaking, textiles, sculpture, ceramics, photography, video filmmaking, design, crafts and architecture. ● Our personal experiences can influence the way that we view art and art can influence our views of the world. ● The visual arts are a part of our everyday life. Art can be composed of various subject matters. 	<ul style="list-style-type: none"> ● Respond to visual art. Learners will be able to identify the visual art forms and create using them. ● Use personal experiences to make connections when viewing and creating art. ● Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

Anchor Standard 8: Interpreting intent and meaning.

Practice: Interpret

Performance Expectations:

1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● People gain insights into meanings of artworks by engaging in the process of art criticism. 	<ul style="list-style-type: none"> ● 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?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Art can be put into categories and described through their subject 	<ul style="list-style-type: none"> ● Interpret works of art through viewing and creating based on

matter, details, mood and other defining characteristics.	subject matter, details, mood, and other defining characteristics. ● Interpret artwork through viewing while using key art vocabulary.
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Anchor Standard 9: Applying criteria to evaluate products.

Practice: Analyze

Performance Expectations:

1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

Enduring Understandings	Essential Questions
● People evaluate art based on various criteria.	<ul style="list-style-type: none"> ● 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?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Various art vocabulary to be used when evaluating artwork. ● The basic elements of art and principles of design govern art creation and composition. 	<ul style="list-style-type: none"> ● Analyze artwork using vocabulary and determine how a personal preference is different from an evaluation. ● The basic elements of art and principles of design govern art creation and composition.

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

- Read aloud of picture books and stories related to concepts
- Visual Literacy activity focusing on the analysis of artwork

Introduction and Modeling of New Knowledge (10 minutes)-

- The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

- Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught.

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Exit tickets
- Technology assisted assessments
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections

Alternative Assessments-

Including but not limited to-

- Portfolios
- Digital Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Museums- Including but not limited to-</p> <ul style="list-style-type: none"> ● The Museum of Modern Art, Online resources ● The Metropolitan Museum of Art- Online Resources

- The Princeton Art Museum- Online Resources

Online Resources-

Including but not limited to-
Seesaw

Youtube (e.g. The The Three Primary colors, by OK GO)

Online artists web pages

[NJ SEL Arts-Create](#)

Books-

Including but not limited to-
Varied Picture Books

Children's Books relating to art concepts, time periods, and techniques

Various teacher-created resources including slides, handouts and reference materials.

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives.

Sample Resources

Sample Picture Books-

Including but not limited to-

Equity

I am Enough by Grace Byers

The Name Jar by Yangsook Choi

Inclusion

The Day you Began by Jacqueline Woodson

All Are Welcome by Alexandra Penfold

Where are you From? By Yamile Saied Mendez

Diversity

Parker Looks Up: An Extraordinary Moment by Parker Curry

The Color of Us by Karen Katz

The Skin you Live In by Michael Tyler

Artists

A Range of Diverse Artists are included throughout the learning process.

**Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts**

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self-Awareness <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts 	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic works?
Self-Management <ul style="list-style-type: none"> ● Recognize the skills needed to establish and achieve personal and educational goals 	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 does a practice of responding to artistic works hone skills that are also needed to achieve one's goals?
Social Awareness <ul style="list-style-type: none"> ● Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 	EU: Through interpretation and evaluation of artistic works, the thoughts, feelings, perspectives, and cultural differences among individuals and groups are recognized and acknowledged. 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?
Responsible Decision-Making <ul style="list-style-type: none"> ● 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?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning

Core Ideas:

Different types of jobs require different knowledge and skills

Performance Expectations:

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.4 Life Literacies and Key Skills Creativity and Innovation

Core Ideas:

Brainstorming can create new, innovative ideas

Performance Expectations:

•9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Critical Thinking and Problem-solving

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem

Performance Expectations:

•9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

Technology Literacy

Core Idea

Different digital tools have different purposes

Performance Expectation

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

Collaborating digitally as a team can often develop a better artifact than an individual working alone.

9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Effects of Technology on the Natural World <ul style="list-style-type: none"> ● Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment 	8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment
Computing Systems <ul style="list-style-type: none"> ● Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally 	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Interaction of Technology and Humans <ul style="list-style-type: none"> ● Various tools can improve daily tasks and quality of life 	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
Engineering Design <ul style="list-style-type: none"> ● Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions 	8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

Interdisciplinary Connections/Cross Curricular Opportunities

Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.

Kindergarten

English Language Arts	Progress Indicators for Reading Informational Texts-Integration of Knowledge and Ideas 3.23 Grade K CPI RL.K.7 , With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
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	<p>Progress Indicators for Speaking and Listening- Presentation of Knowledge and Ideas</p> <p>3.82 Grade K CPI SL.K.5, Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
<p>Mathematics</p>	<p>Geometry Analyze, compare, create, and compose shapes</p> <p>4.5B Grade K CPI 5, Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>Counting and Cardinality Know number names and the count sequence</p> <p>4.1A Grade K CPI 3, Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>
<p>Social Studies</p>	<p>Civics, Government, and Human Rights: Processes and Rules</p> <p>Core Idea- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly</p> <p>Performance Expectation- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p>
<p>Science</p>	<p>K-PS3: Energy</p> <p>K-PS3-1-Make observations to determine the effect of sunlight on Earth’s surface</p>
<p>1st grade</p>	

<p>English Language Arts</p>	<p>Progress Indicators for Reading Literature Text-Key Ideas and Details RL.1.1. Ask and answer questions about key details in a text. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. Integration of Knowledge and Ideas RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events Progress Indicators for Writing-Production and Distribution of Writing W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers</p>
<p>Mathematics</p>	<p>Geometry A. Reason with shapes and their attributes. 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p>
<p>Social Studies</p>	<p>Civics, Government, and Human Rights: Processes and Rules Core Idea- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly Performance Expectation- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p>
<p>Science</p>	<p>1- PS4: Waves and their Applications in Technologies for Information Transfer</p>

	1-PS4-2 -Make observations to construct an evidence-based account that objects can be seen only when illuminated
2nd grade	
English Language Arts	<p>Progress Indicators Reading Literature Texts-Key Ideas and Details RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p>Progress Indicators for Speaking and Listening-Presentation of Knowledge and Ideas SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
Mathematics	<p>Measurement and Data A. Measure and estimate lengths in standard units. 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes</p>
Social Studies	<p>Civics, Government, and Human Rights: Processes and Rules Core Idea- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly</p> <p>Performance Expectation- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p>
Science	2-LS2: Ecosystems: Interactions, Energy, and Dynamics

2-LS2-1-Plan and conduct an investigation to determine if plants need sunlight and water to grow.

2-ESS2: Earth's Systems

2-ESS2-2-Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Accommodations and Modifications

At Risk/Struggling Learners

- Spiral Learning
- Pre-teach and reteach concepts/skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment

- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

ELL

- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance- Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions
- Provide final product examples

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vQ7y45yEznp_dyr4k5dGRHD9pPaCZmDpm3YISy7oEw_yBLprXZ1CP3rGulwoai9vTKKaMYdfchv3z8l/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Visual Arts Standards by the End of Grade 2

Artistic Process-CONNECTING

Desired Outcomes

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Practice: Synthesize

Performance Expectations:

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. 	<ul style="list-style-type: none"> ● 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 artmaking?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Throughout the creative process, including artmaking, we can meaning. ● The basic elements of art and principles of design govern art creation and composition. ● Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations. 	<ul style="list-style-type: none"> ● Create a work of art that tells a story. ● Create artwork that shows their understanding of their personal lives or that of their community. ● The basic elements of art and principles of design govern art creation and composition. ● Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:

- 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.
- 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art 	<ul style="list-style-type: none"> ● 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?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Art can be used to help us understand history and culture. ● Various times periods of art history and various cultural artwork. ● The basic elements of art and principles of design govern art creation and composition. 	<ul style="list-style-type: none"> ● Create works of art inspired by artists from different places, times, and cultures. ● Compare and contrast these works of art. ● Analyze how art is used to help us understand these times, places and cultures. ● The basic elements of art and principles of design govern art creation and composition.

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

- Read aloud of picture books and stories related to concepts
- Visual Literacy activity focusing on the analysis of artwork

Introduction and Modeling of New Knowledge (10 minutes)-

- The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

- Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught.

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Exit tickets
- Technology assisted assessments
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections

Alternative Assessments-

Including but not limited to-

- Portfolios
- Digital Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Museums- Including but not limited to-</p> <ul style="list-style-type: none"> ● The Museum of Modern Art, Online resources ● The Metropolitan Museum of Art- Online Resources

- The Princeton Art Museum- Online Resources

Online Resources-

Including but not limited to-
Seesaw

Youtube (e.g. The The Three Primary colors, by OK GO)

Online artists web pages

[NJ SEL Arts-Create](#)

Books-

Including but not limited to-
Varied Picture Books

Children's Books relating to art concepts, time periods, and techniques

Various teacher-created resources including slides, handouts and reference materials.

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives.

Sample Resources

Sample Picture Books-

Including but not limited to-

Equity

I am Enough by Grace Byers

The Name Jar by Yangsook Choi

Inclusion

The Day you Began by Jacqueline Woodson

All Are Welcome by Alexandra Penfold

Where are you From? By Yamile Saied Mendez

Diversity

Parker Looks Up: An Extraordinary Moment by Parker Curry

The Color of Us by Karen Katz

The Skin you Live In by Michael Tyler

Artists

A Range of Diverse Artists are included throughout the learning process.

**Social and Emotional Learning
Enduring Understanding and Questions from [NJ SEL Arts](#)**

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self-Awareness <ul style="list-style-type: none"> ● Recognize the impact of one’s feelings and thoughts on one’s own behavior 	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?
Self-Management <ul style="list-style-type: none"> ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	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?
Social Awareness <ul style="list-style-type: none"> ● 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?
Relationship Skills <ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others 	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 develop positive communication and social skills?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning	
Core Ideas:	Performance Expectations:
Different types of jobs require different knowledge and skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
9.4 Life Literacies and Key Skills Creativity and Innovation	
Core Ideas:	Performance Expectations:
Brainstorming can create new, innovative ideas	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Critical Thinking and Problem-solving	
Core Ideas:	Performance Expectations:
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem	9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
Information and Media Literacy	
Core Ideas:	Performance Expectations:
Digital tools and media resources provide access to vast stores of information that can be searched	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
Digital Citizenship	
Core Ideas:	Performance Expectations:
Digital communities allow for social interactions that can result in positive or negative outcomes.	9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments

Technology Literacy

Core Idea	Performance Expectation
Different digital tools have different purposes	9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Computing Systems <ul style="list-style-type: none"> ● Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally 	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Engineering Design <ul style="list-style-type: none"> ● Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions 	8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

Interdisciplinary Connections/Cross Curricular Opportunities

Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.

Kindergarten

English Language Arts

Progress Indicators Reading Literature Text-Key Ideas and Details
 3.21 Grade K CPI RL.K.3, With prompting and support, identify characters, settings, and major events in a story.

	<p>Progress Indicators for Writing - Production and Distribution of Writing 3.62 Grade K CPI W.K.6, With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
Mathematics	<p>Geometry-A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 4.5A Grade K CPI 3, Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>
Social Studies	<p>Civics, Government, and Human Rights: Processes and Rules Core Idea- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly Performance Expectation- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p>
Science	<p>K-PS3: Energy K-PS3-1-Make observations to determine the effect of sunlight on Earth’s surface</p>
1st grade	
English Language Arts	<p>Progress Indicators for Reading Literature Text- Key Ideas and Details RL.1.1. Ask and answer questions about key details in a text.</p> <p>Progress Indicators for Writing- Production and Distribution of Writing</p>

	W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
Mathematics	<p>Geometry</p> <p>A. Reason with shapes and their attributes.</p> <p>2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p>
Social Studies	<p>Civics, Government, and Human Rights: Participation and Deliberation</p> <p>Core Idea-</p> <p>When all members of the group are given the opportunity to participate in the decision-making process everyone’s voice is heard.</p> <p>Performance Expectation-</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions</p>
Science	<p>1- PS4: Waves and their Applications in Technologies for Information Transfer</p> <p>1-PS4-2-Make observations to construct an evidence-based account that objects can be seen only when illuminated</p>
2nd grade	
English Language Arts	<p>Progress Indicators Reading Literature Texts-Key Ideas and Details</p> <p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p>

	<p>Progress Indicators for Speaking and Listening-Presentation of Knowledge and Ideas</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>Mathematics</p>	<p>Measurement and Data</p> <p>A. Measure and estimate lengths in standard units.</p> <p>1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes</p>
<p>Social Studies</p>	<p>Civics, Government, and Human Rights: Participation and Deliberation</p> <p>Core Idea-</p> <p>When all members of the group are given the opportunity to participate in the decision-making process everyone’s voice is heard.</p> <p>Performance Expectation-</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions</p> <p>Geography, People, and the Environment: Human Population Patterns</p> <p>Core Idea</p> <p>Physical and human characteristics affect where people live (settle)</p> <p>Performance Expectations</p> <p>6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability)</p>
<p>Science</p>	<p>2- PS1: Matter and Its Interactions</p>

2-PS1-1- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

2-LS2: Ecosystems: Interactions, Energy, and Dynamics

2-LS2-1- Plan and conduct an investigation to determine if plants need sunlight and water to grow.

2-ESS2: Earth's Systems

2-ESS2-2- Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Accommodations and Modifications

At Risk/Struggling Learners

- Spiral Learning
- Pre-teach and reteach concepts/ skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment

- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

ELL

- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance- Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions
- Provide final product examples

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

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Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Visual Arts Standards by the End of Grade 5

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas.

Practice: Explore

Performance Expectations:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

Enduring Understandings

- 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

Essential Questions

- 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?

Learners will know...

Learners will be able to....

<ul style="list-style-type: none"> ● Creativity can be developed. Learners will know that by knowing the history of art it can help us create our own works. ● The elements and the principles of art can help us create works of art. ● The elements and principles of design are universal. 	<ul style="list-style-type: none"> ● Utilize creativity to come up with ideas to problem solve throughout the artmaking process. ● Set goals to create works of art that are meaningful to themselves as artists. ● Use their knowledge of art history to create works of art. ● Utilize the elements and the principles of art while creating. ● Compare and contrast works of art in various mediums that use the same art elements and principles of design.
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Anchor Standard 2: Organizing and developing ideas.

Practice: Investigate

Performance Expectations:

- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● 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 designs that define, shape, enhance, and empower their lives. 	<ul style="list-style-type: none"> ● 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?

	<ul style="list-style-type: none"> ● 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?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Various art making techniques. Learners will know how to safely use materials, tools and equipment while creating. ● The importance of craftsmanship to create a neat and tidy work of art. ● Objects or environments can be represented within the visual arts while using personal connections. 	<ul style="list-style-type: none"> ● Experiment with various forms, materials, media and art process to create works of art. ● Show strong craftsmanship through the creation of a work of art. ● Use tools, materials, supplies and equipment safely. ● Represent objects and environments through the artmaking process. ● Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and digital art by the physical properties of the artworks, and experiment with various art media and art mediums to create original works of art.
<p>Anchor Standard 3: Refining and completing products.</p> <p>Practice: Reflect, Refine, Continue</p> <p>Performance Expectations: 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. 	<ul style="list-style-type: none"> ● What role does persistence play in revising, refining and developing work? ● How do artists grow and become accomplished in art forms?

	<ul style="list-style-type: none"> ● How does collaboratively reflecting on a work help us experience it more completely?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Artists became accomplished in an art form through continued persistence using revision, refining and development over time. 	<ul style="list-style-type: none"> ● Utilize persistence to revise, refine and continue to develop works of art. ● Describe their personal choices throughout the artmaking process.

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

- Visual Literacy activity focusing on the analysis of artwork

Introduction and Modeling of New Knowledge (10 minutes)-

- The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

- Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught and/or complete progress reflections.

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Exit tickets
- Technology assisted assessments
- Progress reflections
- Teacher-led conference
- Student-led conference

- Goal Setting
- Self-Assessments including self-critique

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections and written reflections

Alternative Assessments-

Including but not limited to-

- Portfolios
- Digital Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks
- Use of art tools and materials
- Creation of two-dimensional and three-dimensional art

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Museums- Including but not limited to-</p> <ul style="list-style-type: none"> ● The Museum of Modern Art, Online resources ● The Metropolitan Museum of Art- Online Resources ● The Princeton Art Museum- Online Resources <p>Online Resources- Including but not limited to-</p> <p>Seesaw Youtube (e.g. The The Three Primary colors, by OK GO) Online artists web pages</p>

[NJ SEL Arts-Create](#)

Books-

Including but not limited to-
Varied Picture Books
Children's Books relating to art concepts,
time periods, and techniques
Varied Non-fiction text

Various teacher-created resources
including slides, handouts and reference
materials.

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives.

Sample Resources

Sample Picture Books-

Including but not limited to-

Equity

I walk with Vanessa by Kerascoet

Islandborn by Junot Diaz

Inclusion

I am Human: A Book of Empathy by Susan Verde

Be Kind by Pat Zietlow Miller

Be Strong by Pat Zietlow Miller

Diversity

You Matter by Christian Robinson

The Color of Us by Karen Katz

Rainbow Weaver by Tejedora del Arcoiris

Artists

A range of diverse artists are included throughout the learning including both historical and contemporary artists.

Social and Emotional Learning
Enduring Understanding and Questions from [NJ SEL Arts](#)

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts 	<p>EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</p>
<p>Self-Management</p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts and behaviors 	<p>EU: Emotions, thoughts, and behaviors impact the creative process and artists utilize strategies to manage their emotions when refining artistic work. EQ: How do different strategies for managing one’s emotions affect the creative process?</p>
<p>Social Awareness</p> <ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings and perspectives of others 	<p>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 the differences among individuals, groups and others' cultural background influence the creative process?</p>
<p>Relationship Skills</p> <ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others 	<p>EU: Artists conceptualize and generate ideas and works in relationship with others. EQ: How do social skills, social norms, and maintaining healthy relationships influence the creative process?</p>
<p>Responsible Decision-Making</p> <ul style="list-style-type: none"> ● Develop, implement and model effective problem solving and critical thinking skills 	<p>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?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 5
Civic Financial Responsibility

Core Ideas:	Performance Expectations:
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5 Career Awareness and Planning	
Core Ideas:	Performance Expectations:
There are a variety of factors to consider before starting a business	9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees
9.4 Life Literacies and Key Skills by the End of Grade 5 Critical Thinking and Problem-solving	
Core Ideas:	Performance Expectations:
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
Digital Citizenship	
Core Ideas:	Performance Expectations:
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source	<ul style="list-style-type: none"> • 9.4.5.DC.1: Explain the need for and use of copyrights. • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
Technology Literacy	
Core Idea	Performance Expectation

Different digital tools have different purposes.	9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
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Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Computing Systems Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).	8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
Engineering Design Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Effects of Technology on the Natural World The technology developed for the human designed world can have unintended consequences for the environment	8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

Interdisciplinary Connections/Cross Curricular Opportunities

Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.

3rd grade

English Language Arts	Progress Indicators for Reading Literature Key Ideas and Details RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers Integration of Knowledge and Ideas
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	<p>RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>Anchor Standards for Writing Production and Distribution of Writing NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Mathematics	<p>Number and Operations—Fractions 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$</p>
Social Studies	<p>Civics, Government, and Human Rights: Processes and Rules Core Idea-There are different processes for establishing rules and laws Performance Expectation- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p>
4th grade	
English Language Arts	<p>Progress Indicators for Reading Literature Integration of Knowledge and Ideas RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>Anchor Standards for Writing Production and Distribution of Writing</p>

	NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Mathematics	Geometry 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Social Studies	Geography, People, and the Environment: Global Interconnections Core Idea -Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics. Performance Expectation -6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
Science	Earth's Systems 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.
5th grade	
English Language Arts	Progress Indicators for Reading Literature Key Ideas and Details RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. Anchor Standards for Writing Production and Distribution of Writing NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Mathematics	Geometry

	<p>3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles</p>
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<p>Social Studies</p>	<p>Civics, Government, and Human Rights: Civic Mindedness Core Idea-Certain dispositions help individuals contribute to the health of American democracy. Performance Expectation- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</p>
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Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to
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	support academic and physical needs of the students as per IEP/504
Pacing Guide	
https://docs.google.com/document/d/e/2PACX-1vRw-dFt_eJsdcMjxyByAAv9h087nc-APp1V3HxTPhkII7hkAYBU1u8wnx7sVvQ5N6-FbPmk87-OW1BD/pub	

Deal School Curriculum	
2020 New Jersey Student Learning Standards-Visual and Performing Arts	
Visual Arts Standards by the End of Grade 5	
Artistic Process-PRESENTING	
Desired Outcomes	
<p>Anchor Standard 4: Selecting, analyzing and interpreting work.</p> <p>Practice: Analyze</p> <p>Performance Expectations: 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. 	<ul style="list-style-type: none"> ● How are artworks cared for and by whom? ● What criteria, methods and processes are used to select work for preservation or presentation? ● Why do people value objects, artifacts and artworks, and select them for presentation?

Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Who and what a curator does. ● How artworks are prepared to be persevered and how artworks can be presented. 	<ul style="list-style-type: none"> ● Explain the ways that artwork is selected for presentation. ● Analyze works of art in various mediums that use the same art elements and principles of design.
<p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>Practice: Select</p> <p>Performance Expectations: 1.5.5.Pr5a: Prepare and present artwork safely and effectively</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. 	<ul style="list-style-type: none"> ● What methods and processes are considered when preparing artwork for presentation or preservation? ● How does refining artwork affect its meaning to the viewer? ● What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● How works of art can be prepared and presented. ● Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. 	<ul style="list-style-type: none"> ● When viewing works of art, learners will be able to explain ways that refining artwork can affect its meaning. Learners will be able to do this within their own works of art. ● Identify elements of art and principles of design that are evident in everyday life.
<p>Anchor Standard 6: Conveying meaning through art</p> <p>Practice: Share</p> <p>Performance Expectations: 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics</p>	

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. 	<ul style="list-style-type: none"> ● What is an art museum? ● How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? ● How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Artworks can be presented in a variety of ways for others to view. ● There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills. 	<ul style="list-style-type: none"> ● Create works of art that can show meaning. ● Explain art museums, the importance of sharing artwork with others. ● Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

- Visual Literacy activity focusing on the analysis of artwork

Introduction and Modeling of New Knowledge (10 minutes)-

- The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

- Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught and/or complete progress reflections.

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Exit tickets
- Technology assisted assessments
- Progress reflections
- Teacher-led conference
- Student-led conference
- Goal Setting
- Self-Assessments including self-critique

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections and written reflections

Alternative Assessments-

Including but not limited to-

- Portfolios
- Digital Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks
- Use of art tools and materials
- Creation of two-dimensional and three-dimensional art

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts 	<p>Museums- Including but not limited to-</p> <ul style="list-style-type: none"> ● The Museum of Modern Art, Online

- Think and Do Workbook for Arts Integration, NJPSA

resources

- The Metropolitan Museum of Art- Online Resources
- The Princeton Art Museum- Online Resources

Online Resources-

Including but not limited to-
Seesaw

Youtube (e.g. The The Three Primary colors, by OK GO)

Online artists web pages

[NJ SEL Arts-Create](#)

Books-

Including but not limited to-
Varied Picture Books

Children's Books relating to art concepts, time periods, and techniques

Varied Non-fiction text

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Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives.

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Sample Picture Books-

Including but not limited to-

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Islandborn by Junot Diaz

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Be Kind by Pat Zietlow Miller

Be Strong by Pat Zietlow Miller

Diversity

You Matter by Christian Robinson

Rainbow Weaver by Tejedora del Arcoiris

Artists

A range of diverse artists are included throughout the learning including both historical and contemporary artists.

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency

Enduring Understanding/ Essential Questions

Self-Awareness

- Recognize one's personal traits, strengths and limitations

EU: Artists build self-confidence through selecting/rehearsing/refining artistic works for performance/ presentation /production.

EQ: How do varying degrees of self-confidence affect the performance /presentation/production of artistic works?

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning.

EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?

Social Awareness

- Demonstrate an understanding of the need for mutual respect when viewpoints differ

EU: Artists consider a variety of viewpoints and make choices about the selection and performance/ presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience.

EQ: How does social awareness influence the criteria that artists use to select, prepare and present/perform/ produce artistic works?

Relationship Skills

EU: The performance /presentation /production of an artistic work is enhanced by seeking help from others.

<ul style="list-style-type: none"> ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 	EQ: How can an artist's relationship with others impact the performance /presentation/production of artistic works?
<p>Responsible Decision-Making</p> <ul style="list-style-type: none"> ● Identify the consequences associated with one's actions in order to make constructive choices 	<p>EU: Artists develop practices for decision making that enable them to realize their creative work in constructive ways.</p> <p>EQ: How do choices made in the process of preparing and presenting /performing /producing artistic works affect the intended impact on the audience?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 5
Civic Financial Responsibility

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5
Career Awareness and Planning

Core Ideas:	Performance Expectations:
There are a variety of factors to consider before starting a business	9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees

9.4 Life Literacies and Key Skills by the End of Grade 5
Creativity and Innovation

Core Ideas:	Performance Expectations:
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Digital Citizenship

Core Ideas:	Performance Expectations:
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Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source	<ul style="list-style-type: none"> • 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
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Technology Literacy

Core Idea	Performance Expectation
Different digital tools have different purposes.	9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
<p>Computing Systems Computing devices may be connected to other devices to form a system as a way to extend their capabilities</p>	8.1.5.CS.1: Model how computing devices connect to other components to form a system.
<p>Engineering Design Often, several design solutions exist, each better in some way than the others.</p>	8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
<p>Effects of Technology on the Natural World The technology developed for the human designed world can have unintended consequences for the environment</p>	8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

Interdisciplinary Connections/Cross Curricular Opportunities

Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.

3rd grade

<p>English Language Arts</p>	<p>Progress Indicators for Reading Literature Key Ideas and Details RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>Integration of Knowledge and Ideas RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>Anchor Standards for Writing Production and Distribution of Writing NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p>Mathematics</p>	<p>Number and Operations—Fractions 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$</p>
<p>Social Studies</p>	<p>Civics, Government, and Human Rights: Processes and Rules Core Idea-There are different processes for establishing rules and laws Performance Expectation- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p>
<p>4th grade</p>	
<p>English Language Arts</p>	<p>Progress Indicators for Reading Literature Integration of Knowledge and Ideas</p>

	<p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>Anchor Standards for Writing Production and Distribution of Writing NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Mathematics	<p>Geometry 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>
Social Studies	<p>Geography, People, and the Environment: Global Interconnections Core Idea-Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics. Performance Expectation-6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>
Science	<p>Earth's Systems 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.</p>
5th grade	
English Language Arts	<p>Progress Indicators for Reading Literature Key Ideas and Details RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. Anchor Standards for Writing</p>

	<p>Production and Distribution of Writing NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p>Mathematics</p>	<p>Geometry 3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles</p>
<p>Social Studies</p>	<p>Civics, Government, and Human Rights: Civic Mindedness Core Idea-Certain dispositions help individuals contribute to the health of American democracy. Performance Expectation- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</p>

Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples <p>Students with IEPs/504</p>
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thinking	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504
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Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vRw-dFt_ejsdcMjxyByAAv9h087nc-APp1V3HxTPhkII7hkAYBU1u8wnx7sVvQ5N6-FbPmk87-OW1BD/pub

Deal School Curriculum
2020 New Jersey Student Learning Standards-Visual and Performing Arts
Visual Arts Standards by the End of Grade 5
Artistic Process-RESPONDING
Desired Outcomes
<p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Practice: Perceive</p>

Performance Expectations:

- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.

Enduring Understandings

- 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.

Essential Questions

- 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?

Learners will know...

- Artwork can be analyzed through looking at the subject matter, its characteristics (such as its use of the elements of art or principles of art).
- The genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.

Learners will be able to....

- Analyze a work of art and their own. Learners will be able to use their personal connections while analyzing, while also learning about specific works of art.
- Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

Anchor Standard 8: Interpreting intent and meaning.

Practice: Interpret

Performance Expectations:

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

Enduring Understandings

Essential Questions

<ul style="list-style-type: none"> ● People gain insights into meanings of artworks by engaging in the process of art criticism. 	<ul style="list-style-type: none"> ● 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?
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Learners will know...	Learners will be able to....
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<ul style="list-style-type: none"> ● Ways in which artwork can be interpreted to make meaning. ● How we can read a work of art through visual literacy skills, further making sense of works of art by interpreting, recognition and appreciation. 	<ul style="list-style-type: none"> ● Make sense of a work of art through interpretation. Look for/ create the mood in a work of art through key characteristics such as the use of facial expressions, colors, etc. ● Utilize art vocabulary when viewing and creating artwork such as the elements and principles of art, genres of art, time periods of art, and various techniques related to the creation of ceramics, drawing, painting, printmaking, fiber arts, digital art, sculpture, mixed media and color theory.
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Anchor Standard 9: Applying criteria to evaluate products

Practice: Analyze

Performance Expectations:

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Enduring Understandings	Essential Questions
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<ul style="list-style-type: none"> ● People evaluate art based on various criteria. 	<ul style="list-style-type: none"> ● 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?
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Learners will know...	Learners will be able to....
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<ul style="list-style-type: none"> ● The ways that we can evaluate a work of art. Learners will be exposed to this through various art 	<ul style="list-style-type: none"> ● Analyze and create works of art that have different genres such as paintings, drawing, printmaking,
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<p>genres and using historical and cultural works of art.</p> <ul style="list-style-type: none"> ● Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. 	<p>sculpture, ceramics, photography, design, crafts (fibers & ceramics), and architecture.</p> <ul style="list-style-type: none"> ● View and create works of historical and culturally diverse art. Art work can be evaluated based on criteria through art criticism. ● Evaluate the work of professional and historical work along with the work that they personally create.
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Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

- Visual Literacy activity focusing on the analysis of artwork

Introduction and Modeling of New Knowledge (10 minutes)-

- The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

- Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught and/or complete progress reflections.

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Exit tickets
- Technology assisted assessments
- Progress reflections
- Teacher-led conference
- Student-led conference
- Goal Setting

- Self-Assessments including self-critique

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections and written reflections

Alternative Assessments-

Including but not limited to-

- Portfolios
- Digital Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks
- Use of art tools and materials
- Creation of two-dimensional and three-dimensional art

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Museums- Including but not limited to-</p> <ul style="list-style-type: none"> ● The Museum of Modern Art, Online resources ● The Metropolitan Museum of Art- Online Resources ● The Princeton Art Museum- Online Resources <p>Online Resources- Including but not limited to-</p> <p>Seesaw</p> <p>Youtube (e.g. The The Three Primary colors, by OK GO)</p> <p>Online artists web pages</p> <p>NJ SEL Arts-Create</p>

Books-

Including but not limited to-
Varied Picture Books
Children's Books relating to art concepts,
time periods, and techniques
Varied Non-fiction text

Various teacher-created resources
including slides, handouts and reference
materials.

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives.

Sample Resources**Sample Picture Books-**

Including but not limited to-

Equity

I walk with Vanessa by Kerascoet

Islandborn by Junot Diaz

Inclusion

I am Human: A Book of Empathy by Susan Verde

Be Kind by Pat Zietlow Miller

Be Strong by Pat Zietlow Miller

Diversity

You Matter by Christian Robinson

Rainbow Weaver by Tejedora del Arcoiris

Artists

A range of diverse artists are included throughout the learning including both historical and contemporary artists.

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts 	<p>EU: Understanding an artist’s intent helps the viewer relate their own thoughts and feelings to artistic works.</p> <p>EU: Awareness of ones' thoughts and feelings, coupled with evaluation criteria, can help the viewer respond to artistic works more objectively.</p> <p>EQ: How does the awareness of one’s thoughts and feelings influence how a viewer responds to artistic works?</p> <p>How can responding to artistic works inform one's awareness of their thoughts and feelings?</p> <p>EQ: Why is it important to have self-confidence when responding to artistic works?</p>
<p>Social Awareness</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of the expectations for social interactions in a variety of setting 	<p>EU: Considering the artists' intent heightens awareness to social interactions in a variety of settings.</p> <p>EQ: How do the differences among individuals, groups and others' cultural background influence one's response to artistic works?</p>
<p>Responsible Decision-Making</p> <ul style="list-style-type: none"> ● Develop, implement and model effective problem solving and critical thinking skills 	<p>EU: Artists consider the impact of critical thinking, and the perspective that is used to create an artistic work.</p> <p>EQ: How does responding to an artistic work develop the capacity to evaluate and think critically?</p>
21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)	
9.1 Personal Financial Literacy by the End of Grade 5 Civic Financial Responsibility	
Core Ideas:	Performance Expectations:

You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5 Career Awareness and Planning	
Core Ideas:	Performance Expectations:
There are a variety of factors to consider before starting a business	9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees
9.4 Life Literacies and Key Skills by the End of Grade 5 Critical Thinking and Problem-solving	
Core Ideas:	Performance Expectations:
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
Digital Citizenship	
Core Ideas:	Performance Expectations:
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source	<ul style="list-style-type: none"> • 9.4.5.DC.1: Explain the need for and use of copyrights. • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
Technology Literacy	
Core Idea	Performance Expectation

Different digital tools have different purposes.	9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
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Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
<p>Computing Systems Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).</p>	8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
<p>Engineering Design Often, several design solutions exist, each better in some way than the others.</p>	8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
<p>Effects of Technology on the Natural World The technology developed for the human designed world can have unintended consequences for the environment</p>	8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

Interdisciplinary Connections/Cross Curricular Opportunities

Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.

3rd grade

English Language Arts	<p>Progress Indicators for Reading Literature Key Ideas and Details RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>Integration of Knowledge and Ideas</p>
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	<p>RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>Anchor Standards for Writing Production and Distribution of Writing NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p>Mathematics</p>	<p>Number and Operations—Fractions 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$</p>
<p>Social Studies</p>	<p>Civics, Government, and Human Rights: Processes and Rules Core Idea-There are different processes for establishing rules and laws Performance Expectation- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p>
<p>4th grade</p>	
<p>English Language Arts</p>	<p>Progress Indicators for Reading Literature Integration of Knowledge and Ideas RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>Anchor Standards for Writing Production and Distribution of Writing</p>

	NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Mathematics	Geometry 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Social Studies	Geography, People, and the Environment: Global Interconnections Core Idea -Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics. Performance Expectation -6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
Science	Earth's Systems 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.
5th grade	
English Language Arts	Progress Indicators for Reading Literature Key Ideas and Details RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. Anchor Standards for Writing Production and Distribution of Writing NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Mathematics	Geometry

	<p>3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles</p>
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<p>Social Studies</p>	<p>Civics, Government, and Human Rights: Civic Mindedness Core Idea-Certain dispositions help individuals contribute to the health of American democracy. Performance Expectation- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</p>
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Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to
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	support academic and physical needs of the students as per IEP/504
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Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vRw-dFt_eJsdcMjxyByAAv9h087nc-APp1V3HxTPhkII7hkAYBU1u8wnx7sVvQ5N6-FbPmk87-OW1BD/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Visual Arts Standards by the End of Grade 5

Artistic Process-CONNECTING

Desired Outcomes

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Practice: Synthesize

Performance Expectations:

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	<ul style="list-style-type: none">● 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 artmaking?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none">● Various cultural and historical works of art.● Vocabulary associated with these types of art works.● The artmaking process.● The elements of art and principles of design can be applied in an infinite	<ul style="list-style-type: none">● Create works of art inspired by historical and cultural traditions. This can be through techniques used or style of art.● Take part in the creating process and use relevant vocabulary when doing so.

<p>number of ways to express personal responses to creative problems.</p>	<ul style="list-style-type: none"> ● Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
<p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</p> <p>Practice: Relate</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society. ● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change. 	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> ● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. 	<ul style="list-style-type: none"> ● 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?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Viewing and creating works of art inspired by contemporary and historical artists can help us relate and understand different times, places, cultures and our current society. ● When we interact with art and take part in creating art it can help to preserve aspects of life. ● Look at the work of contemporary artists who aim to inform others about global issues. 	<ul style="list-style-type: none"> ● View and create works of art that inform others about values, beliefs, culture and history. ● Identify common and distinctive characteristics of artworks from diverse cultural and historical era of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
<p style="text-align: center;">Suggested Learning Plan</p>	

Anticipated daily sequence of activities-

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Anticipatory Set (5 minutes)-

- Visual Literacy activity focusing on the analysis of artwork

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Assessment Evidence

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(Ongoing assessments during the learning period) including but not limited to-

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(Assessment at the end of the learning period) including but not limited to-

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Including but not limited to-

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- Digital Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

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Equity, Inclusion, and Diversity Resources

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Sample Resources

Sample Picture Books-

Including but not limited to-

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Islandborn by Junot Diaz

Inclusion

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Be Kind by Pat Zietlow Miller

Be Strong by Pat Zietlow Miller

Diversity

You Matter by Christian Robinson

Rainbow Weaver by Tejedora del Arcoiris

Artists

A range of diverse artists are included throughout the learning including both historical and contemporary artists.

**Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts**

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize the importance of self-confidence in handling daily tasks and challenges 	<p>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 handling daily artistic tasks build self-awareness?</p>
<p>Self-Management</p> <ul style="list-style-type: none"> ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals 	<p>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,</p>

	managing emotions, thoughts and behaviors?
<p>Social Awareness</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 	<p>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.</p> <p>EQ: How does engaging in the arts cultivate and demonstrate awareness of the various differences among individuals?</p>
21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)	
9.1 Personal Financial Literacy by the End of Grade 5 Civic Financial Responsibility	
9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5 Career Awareness and Planning	
Core Ideas:	Performance Expectations:
There are a variety of factors to consider before starting a business	9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees
9.4 Life Literacies and Key Skills by the End of Grade 5 Creativity and Innovation	
Core Ideas:	Performance Expectations:
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
Digital Citizenship	
Core Ideas:	Performance Expectations:
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in	<ul style="list-style-type: none"> • 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

one's own work provided that proper credit is given to the original source	
Technology Literacy	
Core Idea	Performance Expectation
Different digital tools have different purposes.	9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation
Computing Systems Computing devices may be connected to other devices to form a system as a way to extend their capabilities	8.1.5.CS.1: Model how computing devices connect to other components to form a system.
Effects of Technology on the Natural World The technology developed for the human designed world can have unintended consequences for the environment	8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.
Interdisciplinary Connections/Cross Curricular Opportunities	
Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.	
3rd grade	
English Language Arts	Progress Indicators for Reading Literature Key Ideas and Details RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text,

	<p>referring explicitly to the text as the basis for the answers</p> <p>Integration of Knowledge and Ideas RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>Anchor Standards for Writing Production and Distribution of Writing NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Mathematics	<p>Number and Operations—Fractions 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$</p>
Social Studies	<p>Civics, Government, and Human Rights: Processes and Rules Core Idea-There are different processes for establishing rules and laws Performance Expectation- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p>
4th grade	
English Language Arts	<p>Progress Indicators for Reading Literature Integration of Knowledge and Ideas RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p>

	<p>Anchor Standards for Writing Production and Distribution of Writing NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Mathematics	<p>Geometry 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>
Social Studies	<p>Geography, People, and the Environment: Global Interconnections Core Idea-Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics. Performance Expectation-6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>
Science	<p>Earth's Systems 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.</p>
5th grade	
English Language Arts	<p>Progress Indicators for Reading Literature Key Ideas and Details RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. Anchor Standards for Writing Production and Distribution of Writing NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>

<p>Mathematics</p>	<p>Geometry 3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles</p>
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<p>Social Studies</p>	<p>Civics, Government, and Human Rights: Civic Mindedness Core Idea-Certain dispositions help individuals contribute to the health of American democracy. Performance Expectation- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</p>
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Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504
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- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vRw-dFt_ejsdcMjxyByAAv9h087nc-APp1V3HxTPhkII7hkAYBU1u8wnx7sVvQ5N6-FbPmk87-OW1BD/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Visual Arts Standards by the End of Grade 8

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas.

Practice: Explore

Performance Expectations:

- 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Enduring Understandings

- 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

Essential Questions

- 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?

Learners will know ...

Learners will be able to

<ul style="list-style-type: none"> ● Creativity can be developed. ● Knowing the history of art can help us create our own works. ● The elements and the principles of art can help us create works of art. ● The elements and principles of design are universal. 	<ul style="list-style-type: none"> ● Utilize the creative process to come up with ideas. ● Overcome creative blocks through creative problem solving. ● Set goals to create works of art that are meaningful to themselves as artists. ● Utilize the elements and the principles of art while creating. ● Art history can be used to help us make new creative works.
<p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Practice: Investigate</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. ● 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. ● 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. 	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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?

	<ul style="list-style-type: none"> ● 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?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Various art making techniques and mediums. ● Safely use materials, tools and equipment while creating, including online resources. ● Importance of craftsmanship to create a neat and tidy work of art. ● Two-and three-dimensional works of art and the supplies used to create them. ● Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. 	<ul style="list-style-type: none"> ● Experiment and take risks throughout the creative process using various techniques and mediums. ● Use trial and error in their works, while also showing elements of strong craftsmanship. ● Take care of and safely use materials/ supplies. ● Apply various art media, art mediums, technologies, and processes in the creation of two-and three-dimensional works of art. ● Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
<p>Anchor Standard 3: Refining and completing products.</p> <p>Practice: Reflect, Refine, Continue</p> <p>Performance Expectations: 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. 	<ul style="list-style-type: none"> ● What role does persistence play in revising, refining and developing work? ● How do artists grow and become accomplished in art forms?

	<ul style="list-style-type: none"> ● How does collaboratively reflecting on a work help us experience it more completely?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● A work of art can be examined, reflected on and refined. ● An artist statement can be created to accompany a work of art. 	<ul style="list-style-type: none"> ● Create an artist statement through reflections. ● Use reflection as a means to revise their work.

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

- Art analysis of traditional or contemporary artwork completed as a class or in sketchbooks

Introduction and Modeling of New Knowledge (10 minutes)-

- The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

- Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught and/or complete progress reflections.

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Progress Reflections
- Teacher-led conference
- Student-led conference
- Goal Setting
- Self-Assessments including self-critique

- Exit tickets
- Technology assisted assessments

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections and written reflections

Alternative Assessments-

Including but not limited to-

- Portfolios
- Digital Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks
- Use of art tools and materials
- Creation of two-dimensional and three-dimensional art

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Museums- Including but not limited to-</p> <ul style="list-style-type: none"> ● The Museum of Modern Art, Online resources ● The Metropolitan Museum of Art- Online Resources ● The Princeton Art Museum- Online Resources <p>Online Resources- Including but not limited to-</p> <p>Seesaw</p> <p>Youtube (e.g. The The Three Primary colors, by OK GO)</p> <p>Online artists web pages</p> <p>NJ SEL Arts-Create</p>

Books-

Including but not limited to-
Varied Picture Books
Children's Books relating to art concepts,
time periods, and techniques
Varied Non-fiction text

Various teacher-created resources
including slides, handouts and reference
materials.

LGBTQ, Equity, Inclusion, and Diversity Resources

LGBTQ+, Equity, Inclusion and Diversity Resources are included throughout the 6-8 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives. Some featured artists include-

● Featured Artists

- Hockney
 - [Sample Slides](#)
 - [Sample Lesson](#)
- Congdon
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- Miller

● Read Alouds

- *Red: A Crayon's Story* by Michael Hall
- *Pink is for Boys* by Robb Pearlmann

Inclusion/ Disabilities**● Featured Artists**

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- [Dorothea Lange](#)
- [Callen Schaub](#)

● Read Alouds

- *Grant the Jigsaw Giraffe* by Grant Manier
- *Dorthea Lange* by Carole Weatherford
- *Just Ask: Be Brave, Be Different, Be you* by Sonia Sotomayor

LGBTQ+ Online Resources

[The Art of Education](#)

Equity*I See You* by Michael Genhart**Diversity***Teach your Dragon about Diversity* by Steve Herman*Women Artists A to Z* by Melanie Labarge

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency**Enduring Understanding/ Essential Questions**

Self-Awareness

- Recognize one's feelings and thoughts

EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.

EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?

Self-Management

- 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.

EQ: How do different strategies for managing one's emotions affect the creative process?

Social Awareness

- Demonstrate an understanding of the need for mutual respect when viewpoints differ

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 the differences among individuals, groups and others' cultural background influence the creative process?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8 Civic Financial Responsibility	
Core Ideas:	Performance Expectations:
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors
9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8 Career Awareness and Planning	
Core Ideas:	Performance Expectations:
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
9.4 Life Literacies and Key Skills by the End of Grade 8 Creativity and Innovation	
Core Ideas:	Performance Expectations:
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	<ul style="list-style-type: none"> • 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
Digital Citizenship	
Core Ideas:	Performance Expectations:
There are tradeoffs between allowing information to be public and keeping information private and secure	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure
Technology Literacy	

Core Idea	Performance Expectation
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others	<ul style="list-style-type: none"> • 9.4.8.TL.3: Select appropriate tools to organize and present information digitally
Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation
Impacts of Computing Society is faced with trade-offs due to the increasing globalization and automation that computing brings	<ul style="list-style-type: none"> • 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Engineering Design Engineering design is a systematic, creative, and iterative process used to address local and global problems	8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
Interdisciplinary Connections/Cross Curricular Opportunities	
Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.	
6th grade	
English Language Arts	<p>Progress Indicators for Reading Literature Key Ideas and Details RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>Production and Distribution of Writing W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
Mathematics	Geometry

	<p>A. Solve real-world and mathematical problems involving area, surface area, and volume.</p> <p>3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p>
Social Studies	<p>World History / Global Studies</p> <p>Core Idea-The physical and human characteristics of places and regions are connected to human identities and cultures.</p> <p>Performance Expectation- 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</p>
7th grade	
English Language Arts	<p>Production and Distribution of Writing NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Mathematics	<p>Geometry</p> <p>A. Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>

<p>Social Studies</p>	<p>U.S. History: America in the World</p> <p>Core Idea-A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</p> <p>Performance Expectation- 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p>
<p>Science</p>	<p>MS-ETS1: Engineering Design</p> <p>MS-ETS1-2-Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p>
<p>8th grade</p>	
<p>English Language Arts</p>	<p>Production and Distribution of Writing W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>
<p>Social Studies</p>	<p>U.S. History: America in the World</p> <p>Core Idea-Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p> <p>Performance Expectation- 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people</p>

and evaluate the policies of state and national governments during this time.

Accommodations and Modifications

At Risk/Struggling Learners

- Spiral Learning
- Pre-teach and reteach concepts/skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment

- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

ELL

- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance- Chromebooks and I pads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions
- Provide final product examples

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vSa_DPMqp3Mq1CJo70MgCf2W8-MKcguo2Q_xCjHZomaZdrzZWpTVSqgnPRa2BZKpqr84ceRUhc45X2X/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Visual Arts Standards by the End of Grade 8

Artistic Process-Presenting

Desired Outcomes

Anchor Standard 4: Selecting, analyzing and interpreting work

Practice: Analyze

Performance Expectations:

1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation. 	<ul style="list-style-type: none"> ● How are artworks cared for and by whom? ● What criteria, methods and processes are used to select work for preservation or presentation? ● Why do people value objects, artifacts and artworks, and select them for presentation?
Learners will know ...	Learners will be able to....
<ul style="list-style-type: none"> ● The steps to analyze a work of art. ● How to analyze the use of the elements and principles of art within a work of art. 	<ul style="list-style-type: none"> ● Analyze a work of art. ● Explain why works of art are selected for presentation and why they are preserved. ● Analyze using the elements and principles of art.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practice: Select

Performance Expectations:

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining 	<ul style="list-style-type: none"> ● What methods and processes are considered when preparing artwork for presentation or preservation?

<p>artwork for display and or when deciding if and how to preserve and protect it.</p>	<ul style="list-style-type: none"> ● How does refining artwork affect its meaning to the viewer? ● What criteria are considered when selecting work for presentation, a portfolio, or a collection?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● That there are various art techniques for various mediums. ● Use these different art techniques by media type such as drawing, painting, ceramics, fiber arts, sculpture, digital art, etc. ● The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement. 	<ul style="list-style-type: none"> ● Use art techniques with various art mediums. ● Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
<p>Anchor Standard 6: Conveying meaning through art.</p> <p>Practice: Share</p> <p>Performance Expectations: 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.</p>	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> ● Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. 	<ul style="list-style-type: none"> ● What is an art museum? ● How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? ● How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?
<p>Learners will know...</p>	<p>Learners will be able to....</p>

<ul style="list-style-type: none"> ● How artists and themselves show meaning through their work of art with ideas. ● Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem. 	<ul style="list-style-type: none"> ● Create works of art that show meaning through their ideas. ● Explain what an art museum is. ● Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
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Suggested Learning Plan

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(Ongoing assessments during the learning period) including but not limited to-

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(Assessment at the end of the learning period) including but not limited to-

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Including but not limited to-

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Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

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Women Artists A to Z by Melanie Labarge

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency

Enduring Understanding/ Essential Questions

Self Awareness

Recognize the impact of one's feelings and thoughts on one's own behavior

EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.

EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?

<p>Self Management</p> <p>Recognize the skills needed to establish and achieve personal and educational goals</p>	<p>EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning.</p> <p>EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?</p>
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<p>Responsible Decision-Making</p> <p>Develop, implement and model effective problem solving and critical thinking skills</p>	<p>EU: Artists develop practices for decision making that enable them to realize their creative work in constructive ways.</p> <p>EQ: How do artists use problem solving and critical thinking skills to impact the quality of their presentation/ performance/ production?</p>
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21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
Civic Financial Responsibility

Core Ideas:	Performance Expectations:
<p>Individuals can use their talents, resources, and abilities to give back.</p>	<p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors</p>

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8
Career Awareness and Planning

Core Ideas:	Performance Expectations:
<p>An individual’s strengths, lifestyle goals, choices, and interests affect employment and income</p>	<p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income</p>

9.4 Life Literacies and Key Skills by the End of Grade 8
Creativity and Innovation

Core Ideas:	Performance Expectations:
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Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	<ul style="list-style-type: none"> • 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
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Digital Citizenship

Core Ideas:	Performance Expectations:
There are tradeoffs between allowing information to be public and keeping information private and secure	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure

Technology Literacy

Core Idea	Performance Expectation
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others	<ul style="list-style-type: none"> • 9.4.8.TL.3: Select appropriate tools to organize and present information digitally

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Impacts of Computing Society is faced with trade-offs due to the increasing globalization and automation that computing brings	<ul style="list-style-type: none"> • 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Engineering Design Engineering design is a systematic, creative, and iterative process used to address local and global problems	8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

Interdisciplinary Connections/Cross Curricular Opportunities

Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.

6th grade

English Language Arts

**Progress Indicators for Reading Literature
Key Ideas and Details**

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Production and Distribution of Writing

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Mathematics

Geometry

A. Solve real-world and mathematical problems involving area, surface area, and volume.

3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

Social Studies

World History / Global Studies

Core Idea-The physical and human characteristics of places and regions are connected to human identities and cultures.

Performance Expectation-

6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

7th grade	
English Language Arts	Production and Distribution of Writing NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Mathematics	Geometry A. Draw, construct, and describe geometrical figures and describe the relationships between them. 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
Social Studies	U.S. History: America in the World Core Idea- A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. Performance Expectation- 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
Science	MS-ETS1: Engineering Design MS-ETS1-2- Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
8th grade	
English Language Arts	Production and Distribution of Writing

	W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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Social Studies	<p>U.S. History: America in the World</p> <p>Core Idea-Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p> <p>Performance Expectation- 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.</p>
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Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for
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	accommodation and modifications for assessments as per IEP/504 <ul style="list-style-type: none"> ● Modify classroom environment to support academic and physical needs of the students as per IEP/504
Pacing Guide	
https://docs.google.com/document/d/e/2PACX-1vSa_DPMqp3Mq1CJo70MgCf2W8-MKcguo2Q_xCjHZomaZdrzZWpTVSggnPRa2BZKpcr84ceRUhc45X2X/pub	

Deal School Curriculum	
2020 New Jersey Student Learning Standards-Visual and Performing Arts	
Visual Arts Standards by the End of Grade 8	
Artistic Process-Responding	
Desired Outcomes	
<p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Practice: Perceive</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed. ● 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. 	
Enduring Understandings	Essential Questions

<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology. 	<ul style="list-style-type: none"> ● Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre style.
<p>Anchor Standard 8: Interpreting intent and meaning.</p> <p>Practice: Interpret</p> <p>Performance Expectations: 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p>	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> ● People gain insights into meanings of artworks by engaging in the process of art criticism. 	<ul style="list-style-type: none"> ● 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?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Each of the many genres of art is associated with discipline-specific 	<ul style="list-style-type: none"> ● Examine the characteristics, thematic content, and symbolism

arts terminology and a stylistic approach to art making.	found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
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Anchor Standard 9: Applying criteria to evaluate products.

Practice: Analyze

Performance Expectations:
 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art.
 Explain the difference between personal and established criteria for evaluating artwork

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● People evaluate art based on various criteria 	<ul style="list-style-type: none"> ● 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?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Artwork can be evaluated based on personal and set criteria 	<ul style="list-style-type: none"> ● Evaluate a work of art ● Explain personal preferences for art

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

- Art analysis of traditional or contemporary artwork completed as a class or in sketchbooks

Introduction and Modeling of New Knowledge (10 minutes)-

- The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

- Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught and/or complete progress reflections.

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Progress Reflections
- Teacher-led conference
- Student-led conference
- Goal Setting
- Self-Assessments including self-critique
- Exit tickets
- Technology assisted assessments

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections and written reflections

Alternative Assessments-

Including but not limited to-

- Portfolios
- Digital Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks
- Use of art tools and materials
- Creation of two-dimensional and three-dimensional art

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none">● 2020 New Jersey Student Learning Standards- Visual and Performing Arts	<p>Museums- Including but not limited to-</p> <ul style="list-style-type: none">● The Museum of Modern Art, Online

<ul style="list-style-type: none"> ● Think and Do Workbook for Arts Integration, NJPSA 	<p>resources</p> <ul style="list-style-type: none"> ● The Metropolitan Museum of Art- Online Resources ● The Princeton Art Museum- Online Resources <p>Online Resources- Including but not limited to- Seesaw Youtube (e.g. The The Three Primary colors, by OK GO) Online artists web pages NJ SEL Arts-Create</p> <p>Books- Including but not limited to- Varied Picture Books Children's Books relating to art concepts, time periods, and techniques Varied Non-fiction text</p> <p>Various teacher-created resources including slides, handouts and reference materials.</p>
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LGBTQ, Equity, Inclusion, and Diversity Resources

LGBTQ, Equity, Inclusion and Diversity Resources are included throughout the 6-8 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives.

Sample Resources

LGBTQ Resources

- **Featured Artists**
 - Congdon
 - [Sample Slides](#)
 - [Sample Lesson](#)
 - Hockney
 - [Sample Slides](#)
 - [Sample Lesson](#)

- Haring
 - [Haring](#)

● **Read Alouds**

- *Red: A Crayon's Story* by Michael Hall

LGBTQ+ Online Resources

[The Art of Education](#)

Inclusion/ Disabilities

● **Featured Artists**

- [Grant Manier](#)
- [Dorothea Lange](#)
- [Callen Schaub](#)

● **Read Alouds**

- *Grant the Jigsaw Giraffe* by Grant Manier
- *Dorthea Lange* by Carole Weatherford

Equity

I See You by Michael Genhart

Diversity

Teach your Dragon about Diversity by Steve Herman

Women Artists A to Z by Melanie Labarge

Social and Emotional Learning
Enduring Understanding and Questions from [NJ SEL Arts](#)

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness Recognize one's personal traits, strengths and limitations</p>	<p>EU: Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic works?</p>
<p>Social Awareness Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds</p>	<p>EU: Through interpretation and evaluation of artistic works, the thoughts, feelings, perspectives, and cultural differences among individuals and groups are recognized and acknowledged.</p>

	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?
Responsible Decision-Making 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?
21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)	
9.1 Personal Financial Literacy by the End of Grade 8 Civic Financial Responsibility	
Core Ideas:	Performance Expectations:
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors
9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8 Career Awareness and Planning	
Core Ideas:	Performance Expectations:
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
9.4 Life Literacies and Key Skills by the End of Grade 8 Creativity and Innovation	
Core Ideas:	Performance Expectations:

Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	<ul style="list-style-type: none"> • 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
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Digital Citizenship

Core Ideas:	Performance Expectations:
There are tradeoffs between allowing information to be public and keeping information private and secure	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure

Technology Literacy

Core Idea	Performance Expectation
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others	<ul style="list-style-type: none"> • 9.4.8.TL.3: Select appropriate tools to organize and present information digitally

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Impacts of Computing Society is faced with trade-offs due to the increasing globalization and automation that computing brings	<ul style="list-style-type: none"> • 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.
Engineering Design Engineering design is a systematic, creative, and iterative process used to address local and global problems	8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

Interdisciplinary Connections/Cross Curricular Opportunities

Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.

6th grade

English Language Arts

**Progress Indicators for Reading Literature
Key Ideas and Details**

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Production and Distribution of Writing

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Mathematics

Geometry

A. Solve real-world and mathematical problems involving area, surface area, and volume.

3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

Social Studies

World History / Global Studies

Core Idea-The physical and human characteristics of places and regions are connected to human identities and cultures.

Performance Expectation-

6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

7th grade	
English Language Arts	Production and Distribution of Writing NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Mathematics	Geometry A. Draw, construct, and describe geometrical figures and describe the relationships between them. 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
Social Studies	U.S. History: America in the World Core Idea- A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. Performance Expectation- 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
Science	MS-ETS1: Engineering Design MS-ETS1-2- Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
8th grade	
English Language Arts	Production and Distribution of Writing

	<p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>
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<p>Social Studies</p>	<p>U.S. History: America in the World</p> <p>Core Idea-Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p> <p>Performance Expectation- 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.</p>
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Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance- Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for
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	accommodation and modifications for assessments as per IEP/504 <ul style="list-style-type: none">● Modify classroom environment to support academic and physical needs of the students as per IEP/504
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Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vSa_DPMqp3Mq1CJo70MgCf2W8-MKcguo2Q_xCjHZomaZdrzZWpTVSggnPRa2BZKpcr84ceRUhc45X2X/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Visual Arts Standards by the End of Grade 8

Artistic Process-Connecting

Desired Outcomes

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Practice: Synthesize

Performance Expectations:

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

Enduring Understandings

- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Essential Questions

- 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 artmaking?

Learners will know...

- Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art making.

Learners will be able to....

- Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:

- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

- 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. 	<ul style="list-style-type: none"> ● 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?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures. 	<ul style="list-style-type: none"> ● Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

Suggested Learning Plan

Anticipated daily sequence of activities-

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- Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught and/or complete progress reflections.

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Progress Reflections
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- Student-led conference
- Goal Setting
- Self-Assessments including self-critique
- Exit tickets
- Technology assisted assessments

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections and written reflections

Alternative Assessments-

Including but not limited to-

- Portfolios
- Digital Portfolios

Performance Tasks-

(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks
- Use of art tools and materials
- Creation of two-dimensional and three-dimensional art

Instructional/Learning Resources

District	Other
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA 	<p>Museums- Including but not limited to-</p> <ul style="list-style-type: none"> ● The Museum of Modern Art, Online resources ● The Metropolitan Museum of Art- Online Resources ● The Princeton Art Museum- Online Resources <p>Online Resources-</p>

Including but not limited to-
 Seesaw
 Youtube (e.g. The The Three Primary colors, by OK GO)
 Online artists web pages
[NJ SEL Arts-Create](#)

Books-
 Including but not limited to-
 Varied Picture Books
 Children's Books relating to art concepts, time periods, and techniques
 Varied Non-fiction text

Various teacher-created resources including slides, handouts and reference materials.

LGBTQ, Equity, Inclusion, and Diversity Resources

LGBTQ+, Equity, Inclusion and Diversity Resources are included throughout the 6-8 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives. Some featured artists include-

- **Featured Artists**

- Hockney
 - [Sample Slides](#)
 - [Sample Lesson](#)
- Congdon
 - [Sample Slides](#)
 - [Sample Lesson](#)
- [Haring](#)
- Miller

- **Read Alouds**

- *Red: A Crayon's Story* by Michael Hall
- *Pink is for Boys* by Robb Pearlmann

Inclusion/ Disabilities

- **Featured Artists**
 - [Grant Manier](#)
 - [Dorothea Lange](#)

- [Callen Schaub](#)
- **Read Alouds**
 - *Grant the Jigsaw Giraffe* by Grant Manier
 - *Dorthea Lange* by Carole Weatherford
 - *Just Ask: Be Brave, Be Different, Be you* by Sonia Sotomayor

LGBTQ+ Online Resources

[The Art of Education](#)

Equity

I See You by Michael Genhart

Diversity

Teach your Dragon about Diversity by Steve Herman

Women Artists A to Z by Melanie Labarge

**Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts**

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
<p>Self-Awareness Recognize the importance of self-confidence in handling daily tasks and challenges</p>	<p>EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?</p>
<p>Social Awareness Demonstrate an understanding of the need for mutual respect when viewpoints differ</p>	<p>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?</p>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
Civic Financial Responsibility

Core Ideas:

Performance Expectations:

Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors
9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8 Career Awareness and Planning	
Core Ideas:	Performance Expectations:
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
9.4 Life Literacies and Key Skills by the End of Grade 8 Creativity and Innovation	
Core Ideas:	Performance Expectations:
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	<ul style="list-style-type: none"> • 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
Digital Citizenship	
Core Ideas:	Performance Expectations:
There are tradeoffs between allowing information to be public and keeping information private and secure	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure
Technology Literacy	
Core Idea	Performance Expectation
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types	• 9.4.8.TL.3: Select appropriate tools to organize and present information digitally

of digital tools are appropriate for creating text, visualizations, models, and communicating with others	
Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation
Impacts of Computing Society is faced with trade-offs due to the increasing globalization and automation that computing brings	<ul style="list-style-type: none"> • 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Engineering Design Engineering design is a systematic, creative, and iterative process used to address local and global problems	8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
Interdisciplinary Connections/Cross Curricular Opportunities	
Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.	
6th grade	
English Language Arts	Progress Indicators for Reading Literature Key Ideas and Details RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Production and Distribution of Writing W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Mathematics	Geometry A. Solve real-world and mathematical problems involving area, surface area, and volume. 3. Draw polygons in the coordinate plane given coordinates for the vertices; use

	<p>coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p>
<p>Social Studies</p>	<p>World History / Global Studies</p> <p>Core Idea-The physical and human characteristics of places and regions are connected to human identities and cultures.</p> <p>Performance Expectation- 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</p>
<p>7th grade</p>	
<p>English Language Arts</p>	<p>Production and Distribution of Writing NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p>Mathematics</p>	<p>Geometry</p> <p>A. Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>

<p>Social Studies</p>	<p>U.S. History: America in the World</p> <p>Core Idea-A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</p> <p>Performance Expectation- 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p>
<p>Science</p>	<p>MS-ETS1: Engineering Design</p> <p>MS-ETS1-2-Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p>
<p>8th grade</p>	
<p>English Language Arts</p>	<p>Production and Distribution of Writing W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>
<p>Social Studies</p>	<p>U.S. History: America in the World</p> <p>Core Idea-Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p> <p>Performance Expectation- 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people</p>

and evaluate the policies of state and national governments during this time.

Accommodations and Modifications

At Risk/Struggling Learners

- Spiral Learning
- Pre-teach and reteach concepts/skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment

- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

ELL

- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance- Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions
- Provide final product examples

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vSa_DPMqp3Mq1CJo70MgCf2W8-MKcguo2Q_xCjHZomaZdrzZWpTVSqgnPRa2BZKpqr84ceRUhc45X2X/pub