Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	45 days

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
Creating Performing Connecting	**Standard #:** Anchor Standard 3 **Description:** Refining and completing products. **Standard #:** Anchor Standard 6 **Description:** Conveying meaning through art. **Standard #:** Anchor Standard 10 **Description:** Synthesizing and relating knowledge and personal experiences to create products.	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	**Performance Expectation/s:**	
Creating Explore, Investigate, Reflect, Refine, Continue **Performing** Select, Analyze, Share	**5th** 1.5.5.Cr3 a. Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.	**Activity Description**: Unit Plan: Celebrating Diversity and Inclusion through Art Week 1-2: Introduction to Diversity and Inclusion ● Objective: Introduce students to the concepts of diversity and inclusion in art. ● Activities:

Connecting Synthesize, Relate	**5th** 1.5.5.Pr6 a. Discuss how exhibits and museums provide information and in person experiences about concepts and topics. **5th** 1.5.5.Cn10 a. Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.	● Discuss the importance of diversity and inclusion in art, using age-appropriate examples and discussions. ● Explore artworks by artists from diverse backgrounds, including those who identify as LGBT or have disabilities. ● Engage in art-making activities that encourage reflection on personal choices and artistic expression. ● Collaboratively discuss and describe personal choices in artmaking, focusing on individual and collective reflections.
Enduring Understanding/s:	**Essential Question/s:**	Week 3-4: Exploring LGBT and Disability Representation in Art ● Objective: Explore artworks that represent LGBT and disability experiences, and reflect on how art can promote understanding and empathy. ● Activities:
1. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 2. Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record	1. 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? 2. What is an art museum? How does the	● Introduce students to artworks by LGBT and disabled artists, discussing their unique perspectives and contributions to the art world. ● Analyze artworks that depict LGBT and disability experiences, focusing on themes of identity, acceptance, and empowerment. ● Engage in art-making activities inspired by LGBT and disability representation, encouraging students to express their own identities and experiences.

of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. 3. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	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? 3. 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?	● Collaboratively discuss and reflect on the ways in which art can challenge stereotypes and promote inclusivity. Week 5-6: Creating Art Inspired by Community Cultural Traditions ● Objective: Explore community cultural traditions through art and develop skills in using formal and conceptual vocabulary. ● Activities: 　● Research cultural traditions and celebrations from different communities, discussing their significance and symbolism. 　● Engage in art-making activities inspired by community cultural traditions, such as creating masks, costumes, or decorations. 　● Discuss and use formal and conceptual vocabulary to describe and analyze artworks, focusing on elements such as color, shape, symbolism, and cultural context. 　● Collaboratively reflect on the ways in which art can reflect and celebrate cultural diversity within communities.
Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*	Week 7-8: Understanding Exhibits and Museums ● Objective: Explore how exhibits and museums provide information and in-person experiences about diverse concepts and topics. ● Activities:
SEL/Create	SEL/Create CONSOLIDATED EU (1)	

- (1) Generate and conceptualize artistic ideas and work.
- (2) Organize and develop artistic ideas and work.
- (3) Refine and complete artistic ideas and work.
 	
SEL/Perform
- (4) Analyze, interpret & select artistic work for Presentation.
- (5) Develop & refine artistic techniques & work for presentation.
- (6) Convey meaning through the presentation of artistic work.
 	
SEL/Respond
- (7) Perceive and analyze artistic work.
- (8) Interpret intent and meaning in artistic work.
- (9) Apply criteria to evaluate artistic work.
	Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.
	
	CONSOLIDATED EQ (1)
	How do artists generate creative ideas?
	
	SEL/Create
	CONSOLIDATED EU (2)
	Artists organize and develop creative ideas by balancing what is known with what is new.
	
	CONSOLIDATED EQ (2)
	How do artists make creative decisions?
	
	SEL/Create
	CONSOLIDATED EU (3)
	Refinement of artistic work is an iterative process that takes time, discipline, and collaboration
	
	CONSOLIDATED EQ (3)
	How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?
		● Discuss the role of exhibits and museums in providing information and experiences about diverse topics, including LGBT history and disability rights.
		● Explore virtual or in-person visits to museums or art galleries, focusing on exhibits that highlight diversity and inclusion.
		● Engage in discussions about the ways in which exhibits are curated and presented to convey specific messages and themes.
		● Collaboratively reflect on the impact of museum experiences on understanding and appreciation of diversity and inclusion.
		
		Week 9-10: Culminating Exhibition and Reflection
		
		● Objective: Showcase students' artwork and reflect on their learning journey, emphasizing the importance of diversity and inclusion in art.
		● Activities:
		  ● Prepare artwork for a culminating exhibition, selecting pieces that represent students' diverse perspectives and experiences.
		  ● Invite families, teachers, and classmates to the exhibition, where students can present their artwork and discuss their creative processes.
		  ● Reflect on the unit as a whole, discussing what students have learned about diversity, inclusion, and the power of art to promote understanding and empathy.

SEL/Connect	SEL/Perform	● Collaboratively discuss ways to continue celebrating diversity and inclusion through future art-making endeavors.
- (10) Synthesize and relate knowledge and personal experiences to make art. - (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent. CONSOLIDATED EQ (4) How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works? SEL/Perform CONSOLIDATED EU (5) Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria. CONSOLIDATED EQ (5) How do artists improve the quality of their presentation/performance?	Interdisciplinary Connections: Language Arts: ● Read age-appropriate books and stories featuring characters from LGBT and disabled communities, fostering empathy and understanding. ● Have students write and illustrate their own stories that celebrate diversity and inclusion, incorporating themes of LGBT and disabilities. ● Explore poetry and creative writing as a means of expressing emotions and experiences related to identity and acceptance.

SEL/Perform
CONSOLIDATED EU (6)
Artists judge presentation/performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.

CONSOLIDATED EQ (6)
When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audiences response?

SEL/Connect
CONSOLIDATED EU (10)
Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.

CONSOLIDATED EQ (10)
How does engaging in the arts deepen our understanding of ourselves, relate to other

knowledge and events around us? SEL/Connect CONSOLIDATED EU (11) People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts. CONSOLIDATED EQ (11) What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?	
Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	**Assessments (Summative)** *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Peer and self feedback in critical response format	**Benchmarks:** ● Rubric evaluations ● Tests/Quizzes **Summative Assessments:**

	● Performances/Presentations ● In-studio showings	

Differentiated Student Access to Content: **Teaching and Learning *Resources/Materials***			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core Resources**
Dewey, J. (1902). *The child and the curriculum*. Chicago: University of Chicago Press. Eisner, E. (2002). *The Educational Imagination 3rd ed*. Upper Saddle River, NJ: Prentice Hall Flinders, J. & Thornton, S. (2004). *The Curriculum Studies Reader*. NY: Routledge. NJCCCS (2020). *2020 New Jersey Student Learning Standards for Visual and Performing Arts*. https://njartsstandards.org/sites/defau lt/files/2020-06/NJ_dance_at_a_gl ance.pdf Smith, J. (2019). *The Colors of Us*. Henry Holt and Co. Park, L. S. (2008). *Bee-Bim Bop!*. Clarion Books. National Museum of African Art. (n.d.). Africa Access.	● Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate. ● Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task. ● Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical	● Allow access to supplemental materials, including use of online bilingual dictionary. ● Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.	● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

	therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists.		
Global Storybooks Portal. (n.d.). International Children's Digital Library. https://storybooks.globe.gov/ Jackson, A., & Smith, B. (2020). The Role of Visual Art in Promoting Diversity and Inclusion in Early Childhood Education. *Early Childhood Education Journal, 48*(3), 331–339. https://doi.org/10.1007/s10643-019-00976-0 Artful Kids. Multicultural Art Projects for Kids. https://artful-kids.com/category/cultural-art-projects/			

Supplemental Resources			

Technology:
- Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist.

Other:
- N/A

Differentiated Student Access to Content: Recommended *Strategies & Techniques*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
• Offer resources to students in a variety of ways to accommodate for multiple learning styles.	• Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed	• Provide extended time to complete classwork and assessments as needed.	• Offer pre-assessments to better understand students' strengths, and create an enhanced set of

● Engage all learners through implementation of various resources including visual, audio, and tactile materials. ● Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.	during instruction to better engage all learners. ● Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). ● Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. ● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.	Assignments and rubrics may need to be modified. ● Provide access to preferred seating, when requested. ● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.	introductory activities accordingly. ● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. ● Propose interest-based extension activities and opportunities for extra credit.

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)								
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*	X	LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*		Standards in Action: *Climate Change*		Diversity and Inclusion *C.18A:35-4.36.A*

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	*Disciplinary Concepts:* Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	Core Ideas:	Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	Performance Expectation/s:	Make a list of different types of jobs and describe the skills associated with each job. Demonstrate openness to new ideas and perspectives. Demonstrate originality and inventiveness in work. Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Identify possible approaches and resources to execute a plan.

		Use a variety of types of thinking to solve problems. Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.	