

Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	45 days
<b>Artistic Process:</b>	<b>Anchor Standard:</b> <i>General Knowledge &amp; Skills</i>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit</b>
Creating Performing Connecting	<p><b>Standard #:</b> Anchor Standard 3  <b>Description:</b> Refining and completing products.</p> <p><b>Standard #:</b> Anchor Standard 6  <b>Description:</b> Conveying meaning through art.</p> <p><b>Standard #:</b> Anchor Standard 10  <b>Description:</b> Synthesizing and relating knowledge and personal experiences to create products.</p>	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<p><b>Creating</b>          Explore, Investigate, Reflect, Refine, Continue</p> <p><b>Performing</b>          Select, Analyze, Share</p>	<p><b>8th</b>          1.5.8.Cr3          a. Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.</p> <p><b>8th</b></p>	<p><b>Activity Description:</b>          Unit Plan: Celebrating Diversity and Inclusion through Art</p> <p>Week 1-2: Introduction to Diversity and Inclusion in Art</p> <ul style="list-style-type: none"> <li>Objective: Introduce students to the concepts of diversity and inclusion in art and encourage them to explore their own identities.</li> </ul>

<p><b>Connecting</b>                  Synthesize, Relate</p>	<p>1.5.8.Pr6                  a. Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.</p> <p><b>8th</b>                  1.5.8.Cn10                  a. Generate ideas to make art individually or collaboratively to positively reflect a group's identity.</p>	<ul style="list-style-type: none"> <li>● Activities:                         <ul style="list-style-type: none"> <li>● Discuss the importance of diversity and inclusion in art, using examples of artworks that celebrate different identities, including those of the LGBT community and people with disabilities.</li> <li>● Engage students in reflective activities where they explore their own identities and consider how they are represented in art.</li> <li>● Introduce criteria for examining and reflecting on artworks, focusing on elements such as composition, color, symbolism, and narrative.</li> <li>● Encourage students to brainstorm ideas for artworks that positively reflect their own identities or the identities of marginalized groups.</li> </ul> </li> </ul> <p>Week 3-4: Examining and Revising Artworks</p> <ul style="list-style-type: none"> <li>● Objective: Use criteria to examine, reflect on, and plan revisions for artworks that celebrate diversity and inclusion.</li> <li>● Activities:                         <ul style="list-style-type: none"> <li>● Provide opportunities for students to analyze and reflect on their own artworks and those of their peers, using criteria discussed in previous lessons.</li> <li>● Facilitate discussions where students identify strengths and areas for improvement in their artworks, considering how they can better communicate ideas about diversity and inclusion.</li> </ul> </li> </ul>
<p><b>Enduring Understanding/s:</b></p>	<p><b>Essential Question/s:</b></p>	
<ol style="list-style-type: none"> <li>1. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>2. Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and</li> </ol>	<ol style="list-style-type: none"> <li>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?</li> <li>2. What is an art museum? How does the presenting and sharing</li> </ol>	

<p>political experiences resulting in the cultivating of appreciation and understanding.</p> <p>3. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<p>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> <p>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?</p>	<ul style="list-style-type: none"> <li>● Guide students in planning revisions for their artworks, emphasizing the importance of creating a clear artistic statement that reflects their intentions and values.</li> <li>● Encourage students to create artistic statements that accompany their artworks, explaining the inspiration behind their creations and the messages they hope to convey.</li> </ul> <p>Week 5-6: Analyzing Exhibition Communication</p> <ul style="list-style-type: none"> <li>● Objective: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs, and experiences.</li> <li>● Activities:             <ul style="list-style-type: none"> <li>● Introduce students to different types of art venues, such as galleries, museums, and community centers, and discuss how exhibitions are curated and presented in each setting.</li> <li>● Analyze examples of exhibitions that celebrate diversity and inclusion, discussing how the artwork selection, arrangement, and presentation contribute to the overall message.</li> <li>● Engage students in discussions about the role of art in influencing ideas, beliefs, and experiences, particularly in relation to issues of identity and representation.</li> <li>● Provide opportunities for students to analyze and critique exhibitions, considering how they</li> </ul> </li> </ul>
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i></p>	
<p>SEL/Create          - (1) Generate and conceptualize artistic ideas and work.</p>	<p>SEL/Create          CONSOLIDATED EU (1)          Creative ideas and inspiration can emerge from a variety of</p>	

<p>- (2) Organize and develop artistic ideas and work.</p> <p>- (3) Refine and complete artistic ideas and work.</p> <p>SEL/Perform</p> <p>- (4) Analyze, interpret &amp; select artistic work for Presentation.</p> <p>- (5) Develop &amp; refine artistic techniques &amp; work for presentation.</p> <p>- (6) Convey meaning through the presentation of artistic work.</p> <p>SEL/Respond</p> <p>- (7) Perceive and analyze artistic work.</p> <p>- (8) Interpret intent and meaning in artistic work.</p> <p>- (9) Apply criteria to evaluate artistic work.</p> <p>SEL/Connect</p> <p>- (10) Synthesize and relate knowledge and</p>	<p>sources. Creativity is a life skill that can be developed.</p> <p>CONSOLIDATED EQ (1)        How do artists generate creative ideas?</p> <p>SEL/Create        CONSOLIDATED EU (2)        Artists organize and develop creative ideas by balancing what is known with what is new.</p> <p>CONSOLIDATED EQ (2)        How do artists make creative decisions?</p> <p>SEL/Create        CONSOLIDATED EU (3)        Refinement of artistic work is an iterative process that takes time, discipline, and collaboration</p> <p>CONSOLIDATED EQ (3)        How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?</p> <p>SEL/Perform        CONSOLIDATED EU (4)</p>	<p>effectively communicate meaning and promote diversity and inclusion.</p> <p>Week 7-8: Creating Art to Reflect Group Identity</p> <ul style="list-style-type: none"> <li>● Objective: Generate ideas and create artworks individually or collaboratively to positively reflect a group's identity.</li> <li>● Activities:           <ul style="list-style-type: none"> <li>● Guide students in brainstorming ideas for artworks that celebrate the identity of a specific group, such as their school community, a cultural or religious group, or a club or organization.</li> <li>● Encourage students to collaborate with peers to plan and execute their artworks, emphasizing the importance of teamwork and collective vision.</li> <li>● Provide opportunities for students to experiment with different art-making techniques and media to bring their ideas to life.</li> <li>● Facilitate discussions where students reflect on the process of creating artworks that celebrate group identity, discussing the challenges, successes, and lessons learned.</li> </ul> </li> </ul> <p>Week 9-10: Culminating Exhibition and Reflection</p> <ul style="list-style-type: none"> <li>● Objective: Prepare and present artworks that celebrate diversity and inclusion, reflecting on the learning journey and the impact of art on promoting understanding and empathy.</li> <li>● Activities:</li> </ul>
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<p>personal experiences to make art.</p> <p>- (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>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?</p> <p>SEL/Perform              CONSOLIDATED EU (5)              Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, &amp; refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ (5)              How do artists improve the quality of their presentation/performance?</p> <p>SEL/Perform</p>	<ul style="list-style-type: none"> <li>● Guide students in preparing their artworks for a culminating exhibition, selecting pieces that celebrate diversity and inclusion and positively reflect group identity.</li> <li>● Collaboratively curate and present the exhibition, considering how the arrangement and presentation of artworks contribute to the overall message.</li> <li>● Invite classmates, teachers, parents, and community members to the exhibition, where students can present their artworks and share their reflections on the unit.</li> <li>● Facilitate discussions and written reflections where students reflect on the learning journey, discussing how their understanding of diversity and inclusion in art has evolved and how they can continue to advocate for these values through their artistic practice.</li> </ul> <p>Interdisciplinary Connections:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>● Read age-appropriate books and stories featuring characters from LGBT and disabled communities, fostering empathy and understanding.</li> <li>● Have students write and illustrate their own stories that celebrate diversity and inclusion, incorporating themes of LGBT and disabilities.</li> </ul>
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	<p>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.</p> <p>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?</p> <p>SEL/Connect CONSOLIDATED EU (10) Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</p> <p>CONSOLIDATED EQ (10) How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</p>	<ul style="list-style-type: none"><li>● Explore poetry and creative writing as a means of expressing emotions and experiences related to identity and acceptance.</li></ul>
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	<p>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.</p> <p>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?</p>	
<p align="center"><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p align="center"><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Peer and self feedback in critical response format</li> </ul>	<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>Rubric evaluations</li> <li>Tests/Quizzes</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Performances/Presentations</li> <li>In-studio showings</li> </ul>	

<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources IEP/504/At-Risk/ESL</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational Imagination 3<sup>rd</sup> ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. &amp; Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>.  <a href="https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf">https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</a></p> <p>Smith, J. (2019). <i>The Colors of Us</i>. Henry Holt and Co.</p> <p>Park, L. S. (2008). <i>Bee-Bim Bop!</i>. Clarion Books.</p> <p>National Museum of African Art. (n.d.). Africa Access.</p> <p>Global Storybooks Portal. (n.d.).</p>	<ul style="list-style-type: none"> <li>Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.</li> <li>Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task.</li> <li>Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom,</li> </ul>	<ul style="list-style-type: none"> <li>Allow access to supplemental materials, including use of online bilingual dictionary.</li> <li>Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>

<p>International Children's Digital Library.  <a href="https://storybooks.globe.gov/">https://storybooks.globe.gov/</a></p> <p>Jackson, A., &amp; Smith, B. (2020). The Role of Visual Art in Promoting Diversity and Inclusion in Early Childhood Education. <i>Early Childhood Education Journal</i>, 48(3), 331–339.  <a href="https://doi.org/10.1007/s10643-019-00976-0">https://doi.org/10.1007/s10643-019-00976-0</a></p> <p>Artful Kids. Multicultural Art Projects for Kids.  <a href="https://artful-kids.com/category/cultural-art-projects/">https://artful-kids.com/category/cultural-art-projects/</a></p>	<p>or the school's Occupational or Physical Therapists.</p>		
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>			
<b>Differentiated Student Access to Content: Recommended Strategies &amp; Techniques</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> </ul>	<ul style="list-style-type: none"> <li>Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> </ul>	<ul style="list-style-type: none"> <li>Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.</li> </ul>

<ul style="list-style-type: none"><li>● Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li><li>● 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.</li></ul>	<ul style="list-style-type: none"><li>● Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</li><li>● Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</li><li>● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.</li></ul>	<ul style="list-style-type: none"><li>● Provide access to preferred seating, when requested.</li><li>● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li></ul>	<ul style="list-style-type: none"><li>● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li><li>● Propose interest-based extension activities and opportunities for extra credit.</li></ul>
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New Jersey Legislative Statutes and Administrative Code  
 (place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>		Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b><i>Disciplinary Concepts:</i></b> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<b><i>Core Ideas:</i></b>	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.
	<b><i>Performance Expectation/s:</i></b>	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.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	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.	