Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period I	45 days

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
Creating Performing Responding	**Standard #:** Anchor Standard 1 **Description:** Generating and conceptualizing ideas. **Standard #:** Anchor Standard 4 **Description:** Selecting, analyzing, and interpreting work. **Standard #:** Anchor Standard 7 **Description:** Perceiving and analyzing products. **Standard #:** Anchor Standard 9 **Description:** Applying criteria to evaluate 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	**HS Proficient** 1.5.12prof.Cr1 a. Use multiple approaches to begin creative endeavors. b. Shape an artistic investigation	**Activity Description:** Unit Title: Visual Narratives- Exploring Diversity through Photography Unit Overview:

Responding Perceive, Analyze, Interpret	of an aspect of present-day life using a contemporary practice of art and design. **HS Proficient** 1.5.12prof.Pr4 a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation. **HS Proficient** 1.5.12prof.Re7 a. Hypothesize ways in which art influences perception and understanding of human experiences. b. Analyze how one's understanding of the world is affected by experiencing visual arts.	In this unit, students will explore themes of diversity and inclusion through the medium of photography. They will use multiple approaches to initiate creative endeavors, shape their artistic investigation of present-day life, analyze and curate photographs for presentation, and examine how art influences perception and understanding. Through hands-on activities, discussions, and creative projects, students will develop their photography skills while promoting understanding and appreciation of diversity. Week 1-2: Introduction to Diversity in Photography • Introduction to the concept of diversity and its importance in photography • Discussion on representations of diversity and inclusion in photography • Exploration of multiple approaches to photography techniques • Assignment: Begin brainstorming ideas for photo projects that explore diversity themes
Enduring Understanding/s:	**Essential Question/s:**	Week 3-4: Shaping Artistic Investigation
1. Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking	1. What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration	• Research and discussion on present-day issues related to diversity and inclusion • Exploration of contemporary practices in photography • Students begin shaping their projects based on their chosen diversity or inclusion theme • Critique sessions to provide feedback and refine ideas

with traditions in pursuit of creative art-making goals.

2. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

3. 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.

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?

2. 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?

3. How do life experiences influence the way you relate to art? How does learning about art

Week 5-6: Creation Phase

- Hands-on workshops to develop photography skills
- Individual and group work sessions to create photo projects featuring diversity themes
- Guest speakers or photographers from diverse backgrounds to share their experiences and perspectives
- Peer review sessions to provide constructive feedback and support

Week 7: Analyzing Artistic Influence

- Discussion on how art influences perception and understanding of human experiences, particularly in the context of diversity and inclusion
- Analysis of photographs from diverse perspectives and their impact on viewers
- Reflection on personal experiences and understanding gained through experiencing diverse photography

Week 8: Presentation and Reflection

- Presentation of final photo projects to the class or school community
- Reflection on personal growth and learning throughout the unit
- Evaluation of the effectiveness of the photo projects in promoting understanding and appreciation of diversity

4. People evaluate art based on various criteria.	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? 4. 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?	● Review and discussion of artistic influences and their role in shaping perceptions of diversity Assessment: ● Participation in class discussions and activities ● Completion of assignments and projects ● Artistic quality and creativity of photo projects addressing diversity themes ● Understanding of how art influences perception and understanding of diversity ● Reflection on personal experiences and growth in understanding diversity through photography Resources: ● Photography materials and equipment ● Books, articles, and online resources on diversity in photography ● Examples of photographs representing diverse identities and experiences Interdisciplinary Connections: 1. Social Studies: Connect the exploration of diversity themes in photography to social studies concepts such as cultural identity, social justice, and historical context. Students can investigate the historical and sociopolitical factors that have shaped representations of diversity over time and explore how these factors influence contemporary photography.
Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*	
SEL/Create - (1) Generate and conceptualize artistic ideas and work. - (2) Organize and develop artistic ideas and work.	SEL/Create CONSOLIDATED EU (1) Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed. CONSOLIDATED EQ (1)	

- (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. -	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? SEL/Perform CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.	2. English/Literature: Incorporate literature that addresses themes of diversity and inclusion to complement the photography unit. Students can analyze literary texts alongside their photo projects to deepen their understanding of diversity issues and explore different perspectives and narratives.

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?

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/Respond
CONSOLIDATED EU (7)
Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.

CONSOLIDATED EQ (7)
How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?

SEL/Respond
CONSOLIDATED EU (8)

The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.

CONSOLIDATED EQ (8)
How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.

SEL/Respond
CONSOLIDATED EU (9)
Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.

CONSOLIDATED EQ (9)
How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience member synthesize and receive an artistic work after knowing the creative process that supports the work?

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/default/files/2020-06/NJ_dance_at_a_glance.pdf	● 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	● 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.

Siperstein, S., Hall, S., LeMenager, S. (2017) *Teaching Climate Change in the Humanities*. Routledge. Stokstad, M., & Cothren, M. W. (2018). *Art history* (6th ed.). Pearson. Smith, J. (2020). The Importance of Diversity and Inclusion in Art Education. *Art Education Journal, 45*(2), 112-125. The Metropolitan Museum of Art. (n.d.). Heilbrunn Timeline of Art History. Retrieved from https://www.metmuseum.org/	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, or the school's Occupational or Physical Therapists.		

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	• Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile)	• Provide extended time to complete classwork and assessments as needed.	• Offer pre-assessments to better understand students' strengths, and

accommodate for multiple learning styles. ● 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.	approach as needed during instruction to better engage all learners. ● Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). ● 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.	create an enhanced set of introductory activities accordingly. ● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. ● Propose interest-based extension activities and opportunities for extra credit.

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*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*		Standards in Action: *Climate Change*

Standards in Action: *Climate Change* — X — 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.	