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 Accomplished** 1.5.12acc.Cr1 a. Individually or collaboratively formulate new creative problems based on student's existing artwork.	**Activity Description**: Unit Title: Embracing Diversity Through Photographic Expression Unit Overview:

Responding Perceive, Analyze, Interpret	b. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. **HS Accomplished** 1.5.12acc.Pr4 a. Analyze, select, and critique personal artwork for a collection or portfolio presentation. **HS Accomplished** 1.5.12acc.Re7 a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. b. Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.	In this Photo II unit, students will explore the theme of diversity and inclusion through photographic expression. They will formulate new creative problems based on existing artwork, choose from various materials and methods to plan their projects, and analyze, select, and critique their personal artwork for portfolio presentation. Additionally, students will recognize and describe their personal aesthetic and empathetic responses to diverse environments, evaluating the effectiveness of visual artworks in influencing ideas, feelings, and behaviors of specific audiences. Week 1-2: Exploring Diversity in Photographic Expression ● Introduction to the theme of diversity and inclusion in photography ● Analysis of diverse photographic styles and techniques ● Formulation of new creative problems based on personal interests and existing artwork ● Assignment: Select a diversity-related topic for a photographic project proposal Week 3-4: Planning and Experimentation ● Exploration of materials and methods in traditional and contemporary photographic practices ● Development of project plans considering chosen themes and techniques ● Hands-on experimentation with different photographic approaches
Enduring Understanding/s:	**Essential Question/s:**	
1. Creativity and innovative thinking are essential life skills that can be developed.	1. What conditions, attitudes, and behaviors support creativity and innovative thinking?	

Artists and designers shape artistic investigations, following or breaking 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

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?

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?

- Peer feedback sessions to refine project ideas and methods

Week 5-6: Creating Photographic Artworks

- Implementation of project plans to create diverse photographic artworks
- Integration of personal aesthetic and empathetic responses into the creative process
- Ongoing critique and refinement of artworks based on self-assessment and peer feedback
- Guest speakers or artists discussing diversity and inclusion in photography

Week 7: Portfolio Development

- Analysis, selection, and critique of personal artworks for portfolio presentation
- Reflection on personal growth and development throughout the unit
- Guidance on portfolio organization and presentation techniques
- Peer review and feedback on portfolio presentations

Week 8: Exhibition and Evaluation

- Presentation of portfolios or selected artworks in a class exhibition

understanding of and responses to the world. 4. People evaluate art based on various criteria.	3. 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? 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?	● Evaluation of the effectiveness of visual artworks in conveying ideas, feelings, and behaviors related to diversity and inclusion ● Reflection on the impact of personal aesthetic and empathetic responses on the creation and reception of photographic artworks ● Review and discussion of key learnings and future directions in photographic expression Assessment: ● Formulation of creative problems and project proposals ● Execution and experimentation with diverse photographic techniques and materials ● Analysis, selection, and critique of personal artworks for portfolio presentation ● Recognition and description of personal aesthetic and empathetic responses to environments ● Evaluation of the effectiveness of visual artworks in influencing specific audiences Resources: ● Photography equipment and materials ● Diversity-related literature and resources ● Examples of diverse photographic styles and techniques Interdisciplinary Connections:
Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*	
SEL/Create - (1) Generate and conceptualize artistic ideas and work.	SEL/Create CONSOLIDATED EU (1) Creative ideas and inspiration can emerge from a variety of	1. Social Studies: Explore historical perspectives on diversity and inclusion, examining how societal attitudes

- (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. -	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? SEL/Perform CONSOLIDATED EU (4)	have evolved over time. Students can research key historical events and movements related to civil rights, feminism, LGBTQ+ rights, etc., and analyze how they have influenced art and culture.

	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? 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/defa	● 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.	● 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.

ult/files/2020-06/NJ_dance_at_a_glance.pdf 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/	● 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, 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 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.	• Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. • Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). • 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	• Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. • Provide access to preferred seating, when requested. • Check often for understanding, and review as needed, providing oral and visual prompts when necessary.	• Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. • Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. • Propose interest-based extension activities and opportunities for extra credit.

	any formal or informal assessments.		

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)						
	Amistad Law: *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*	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.	