



Willingboro Public Schools

"Where Excellence is the Expectation"

Willingboro Public Schools Curriculum template.pending review

Revised August 2022
Supervisor: Dr. Phillip Crisostomo

Curriculum template.pending review
(From [New Jersey Student Learning Standards](#))

<insert NJSLS Curriculum Overview Here>

Course Sequence/Table of Contents:

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7	Appendix C: Art Classroom Philosophy, Schedule, Structure, and Expectations

[Click here for the Art Pacing Guide.](#)

Within each unit, please find:

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- Differentiation - ELL
- Differentiation - At Risk
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This was modeled after the NJSLS Document

Overview	Content Standards	Unit Focus
Unit 1 Creating	<u>Media Arts</u> 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. 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. 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. <u>Visual Arts</u> 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.	- Generating and conceptualizing ideas. - Organizing and developing ideas. - Refining and completing products.

Overview	Content Standards	Unit Focus
	1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.	
Unit 2 Producing	<u>Media Arts</u> 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 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. 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks. <u>Visual Arts</u> 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others.	- Selecting, analyzing, and interpreting work. - Developing and refining techniques and models or steps needed to create products. - Conveying meaning through art.

Overview	Content Standards	Unit Focus
	Categorize artwork based on a theme or concept for an exhibit. 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. 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.	
Unit 3 Responding	<u>Media Arts</u> 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 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context. 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context <u>Visual Arts</u> 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. 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.	- Perceiving and analyzing products. - Interpreting intent and meaning. - Applying criteria to evaluate products.

Overview	Content Standards	Unit Focus
Unit 4 Connecting	<u>Media Arts</u> 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. 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. <u>Visual Arts</u> 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. 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.	- Synthesizing and relating knowledge and personal experiences to create products. - Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
<i>Suggested Open Educational Resources</i>	- Apps from Clever.com: Clever is a classroom-specific digital platform on which teachers can personalize apps for their students. Students have personal logins to access content Brainpop jr Colors Painting Value Scales KidZone Science The Color Wheel The Ultimate Collection of Color in Art: Examples and Definitions Hands On Science: Color Exploration. A fun color experiment for kids. Teaching the Holocaust through Works of Art AN ED UC ATO R'S R ESO URCE Art Activities for Social Emotional Learning 50 Kindergarten Art Projects to Spark Their Creativity What is Media Arts?	

Unit 1	
Overview	
- Generating and conceptualizing ideas. - Organizing and developing ideas. - Refining and completing products.	
Essential Questions	Enduring Understandings
<u>Media Arts</u> - 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? - 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? - How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? - How do media artists improve/refine their work? <u>Visual Arts</u> - 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? - 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?	<u>Media Arts</u> - Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression - Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning. - The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks. <u>Visual Arts</u> - 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. - 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. - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

- 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? 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?
- 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?

Unit 1 Early Childhood Art: Creating

Content Standards

Media Arts

- 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.
- 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.
- 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.

Visual Arts

- 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.
- 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

Unit 1 Early Childhood Art: Creating

Content Standards

- 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Student Learning Objectives

Students will be able to create art by:

- Generating and conceptualizing ideas.
- Organizing and developing ideas.
- Refining and completing products.

Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
• Utilize modifications & accommodations delineated in the student's IEP • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently • Provide repetition and practice. • Use visuals to demonstrate/model the processes • Restate, reread, and clarify directions/questions • Ask students to restate information, directions, and assignments. • Provide copy of class notes • Distribute study guide for classroom tests. • Provide preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home.	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors • Modify Assignments • Use testing and portfolio assessment • Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) • Repeat, rephrase, paraphrase key concepts and directions • Allow for extended time for assignment completion as needed • Highlight key vocabulary • Define essential vocabulary in context • Use graphic organizers, visuals, manipulatives and other concrete materials • Use gestures, facial expressions and body language • Read aloud • Build on what students already know and prior experience	• Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Provide preferential seating to be mutually determined by the student and teacher • Allow the use of a computer to complete assignments. • Establish expectations for correct spelling on assignments • Provide extra textbooks for home. • Provide Peer Support • Increase one on one time

• Provide regular parent/ school communication • Allow extended time to complete assignment • Establish procedures for accommodations / modifications for assessments • Allow student to take/complete tests in an alternate setting as needed <u>Appendix A: Special Education Accommodations and Modifications</u>		
Gifted and Talented Students	504 Plan	
• Utilize advanced, accelerated, or compacted content • Provide assignments that emphasize higher- level thinking skills. • Allow for individual student interest • Gear assignments to development in areas of affect, creativity, cognition, and research skills • Allow for a variety in types of resources • Provide problem-based assignments with planned scope and sequence • Utilize inquiry-based instruction • Adjust the pace of lessons • Utilize Choice Boards • Provide Problem-Based Learning • Establish flexible Grouping	• Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Break long assignments into smaller parts • Assist student in setting short term goals • Allow for preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Model and reinforce organizational systems (i.e. color-coding) • Write out homework assignments, check student's recording of assignments	
Interdisciplinary Connections	Computer Science and Design Thinking	
Kindergarten Math: • NJSLS K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). • NJSLS K.G.B. Analyze, compare, create, and compose shapes. ELA: • SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Computer Science and Design Thinking Practices • Fostering an Inclusive Computing and Design Culture • Collaborating Around Computing and Design • Recognizing and Defining Computational Problems • Developing and Using Abstractions • Creating Computational Artifacts • Testing and Refining Computational Artifacts • Communicating About Computing and Design Computer Science and Design Thinking Standards	

- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Grade 1**Math:**

- NJSLS 1.G.A.1: Reason with shapes and their attributes.

ELA:

- NJSLS. SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- NJSLS. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Grade 2**Math:**

- NJSLS: 2.G.A.1: Reason with shapes and their attributes.

ELA:

- NJSLS.SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- NJSLS SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

K-2**Science:**

- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

- 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
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Climate Change

- 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.
- 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards**9.1 Personal Financial Literacy**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.2.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

9.4 Life Literacies and Key Skills**21st Century Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Technology Integration

- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

SEL Competencies

- Self - Awareness
- Self - Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

District/School Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods: • Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) • Exit tickets, rotational activities (stations), quizzes, and small group activities • Classwork, homework, group work (formative assessment) • Pre-Assessment, teacher's observation, class discussion, and journal	Benchmark Assessments: Standardized Assessments: • NJSLA Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.
Targeted Academic Vocabulary	
acrylic, airbrush, canvas, chalk, crayon, easel, glaze, ink, medium, oil paint, paint, palette, pastel, primer, stencil, watercolor, woodcut, color wheel, primary colors, secondary colors, warm colors, cool colors	
District/School Tasks •	District/School Primary and Supplementary Resources <u>District-Mandated Resources</u> Assessment Resources: Other Resources: • <u>Art Activities for Social Emotional Learning (SEL)</u> Project Ideas: • Upcycle Art Project to address Climate Change • Learn about art from various cultures (addressing the Amistad and Holocaust Mandate)
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
<post link here>	

Unit 2 Producing	
Overview	
• Selecting, analyzing, and interpreting work. • Developing and refining techniques and models or steps needed to create products. • Conveying meaning through art.	
Essential Questions	Enduring Understandings
Media Arts • How are complex media arts experiences constructed? At what point is a work considered "complete"? • How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques? • 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? Visual Arts • 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? • 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? • 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?	Media Arts • Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. • Media artists require a range of skills and abilities to creatively solve problems. • Media artists present, share and distribute media artworks through various social, cultural and political contexts. Visual Arts • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation. • 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. • 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.

Unit 2 Early Childhood Art Producing

Content Standards

Media Arts

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

Visual Arts

- 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.
- 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 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.

Student Learning Objectives

Students will be able to produce art by:

- Selecting, analyzing, and interpreting work.
- Developing and refining techniques and models or steps needed to create products.
- Conveying meaning through art.

Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
● Utilize modifications & accommodations delineated in the student's IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice.	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions	● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes

• Use visuals to demonstrate/model the processes • Restate, reread, and clarify directions/questions • Ask students to restate information, directions, and assignments. • Provide copy of class notes • Distribute study guide for classroom tests. • Provide preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Provide regular parent/ school communication • Allow extended time to complete assignment • Establish procedures for accommodations / modifications for assessments • Allow student to take/complete tests in an alternate setting as needed <u>Appendix A: Special Education Accommodations and Modifications</u>	• Allow for extended time for assignment completion as needed • Highlight key vocabulary • Define essential vocabulary in context • Use graphic organizers, visuals, manipulatives and other concrete materials • Use gestures, facial expressions and body language • Read aloud • Build on what students already know and prior experience	• Provide preferential seating to be mutually determined by the student and teacher • Allow the use of a computer to complete assignments. • Establish expectations for correct spelling on assignments • Provide extra textbooks for home. • Provide Peer Support • Increase one on one time
Gifted and Talented Students	504 Plan	
• Utilize advanced, accelerated, or compacted content • Provide assignments that emphasize higher- level thinking skills. • Allow for individual student interest • Gear assignments to development in areas of affect, creativity, cognition, and research skills • Allow for a variety in types of resources • Provide problem-based assignments with planned scope and sequence • Utilize inquiry-based instruction • Adjust the pace of lessons • Utilize Choice Boards • Provide Problem-Based Learning • Establish flexible Grouping	• Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Break long assignments into smaller parts • Assist student in setting short term goals • Allow for preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Model and reinforce organizational systems (i.e. color-coding) • Write out homework assignments, check student's recording of assignments	
Interdisciplinary Connections	Computer Science and Design Thinking	

Kindergarten**Math:**

- NJSLS K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- NJSLS K.G.B. Analyze, compare, create, and compose shapes.

ELA:

- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Grade 1**Math:**

- NJSLS 1.G.A.1: Reason with shapes and their attributes.

ELA:

- NJSLS. SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- NJSLS. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Grade 2**Math:**

- NJSLS: 2.G.A.1: Reason with shapes and their attributes.

ELA:

- NJSLS.SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- NJSLS SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

K-2**Science:****Computer Science and Design Thinking Practices**

- Fostering an Inclusive Computing and Design Culture
- Collaborating Around Computing and Design
- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing and Design

Computer Science and Design Thinking Standards

- 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
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts
- 9.2.2.TL.4: Navigate a virtual space to build context and describe the visual content.

9.4 Life Literacies and Key Skills

21st Century Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Technology Integration

- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

Climate Change

- 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.
- 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

SEL Competencies

- Self - Awareness
- Self - Management
- Social Awareness

- Responsible Decision Making
- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i> Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods: • Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) • Exit tickets, rotational activities (stations), quizzes, and small group activities • Classwork, homework, group work (formative assessment) • Pre-Assessment, teacher's observation, class discussion, and journal	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i> Benchmark Assessments: Standardized Assessments: • NJSLA Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.
Targeted Academic Vocabulary	
value, space, form and texture, balance, contrast, emphasis, proportion, pattern, rhythm, unity, variety, contour, landscape, portrait, 2-Dimensions, 3-Dimensions, cylinder, cone, pyramid, cube, sphere, line, wavy, zigzag, straight, angular, broken, spiral, radiant, circle, square, rectangle, diamond, rectangle, heart, octagon, triangle, oval, geometric, horizontal, vertical, diagonal, organic shape, geometric shape	

District/School Tasks	District/School Primary and Supplementary Resources
•	<u>District-Mandated Resources</u> Assessment Resources: Other Resources: • <u>Art Activities for Social Emotional Learning (SEL)</u> Project Ideas: • Upcycle Art Project to address Climate Change • Learn about art from various cultures (addressing the Amistad and Holocaust Mandate)

Instructional Best Practices and Exemplars
See Appendix A for Instructional Best Practices and Exemplars
Pacing Guide
<post link here>

Unit 3 Early Childhood Art Responding

Overview

- Perceiving and analyzing products.
- Interpreting intent and meaning.
- Applying criteria to evaluate products.

Essential Questions

Media Arts

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

Visual Arts

- 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?
- 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?
- 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?

Enduring Understandings

Media Arts

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

Visual Arts

- 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.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria

Unit 3 Early Childhood Art Responding

Content Standards

Media Arts

- 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.

Unit 3 Early Childhood Art Responding

Content Standards

- 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
- 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context

Visual Arts

- 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.
- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
- 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

Student Learning Objectives

Students will be able to respond to art by:

- Perceiving and analyzing products.
- Interpreting intent and meaning.
- Applying criteria to evaluate products.

Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
• Utilize modifications & accommodations delineated in the student's IEP • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently • Provide repetition and practice. • Use visuals to demonstrate/model the processes • Restate, reread, and clarify directions/questions	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors • Modify Assignments • Use testing and portfolio assessment • Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) • Repeat, rephrase, paraphrase key concepts and directions • Allow for extended time for assignment completion as needed • Highlight key vocabulary • Define essential vocabulary in context	• Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Provide preferential seating to be mutually determined by the student and teacher • Allow the use of a computer to complete assignments.

• Ask students to restate information, directions, and assignments. • Provide copy of class notes • Distribute study guide for classroom tests. • Provide preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Provide regular parent/ school communication • Allow extended time to complete assignment • Establish procedures for accommodations / modifications for assessments • Allow student to take/complete tests in an alternate setting as needed <u>Appendix A: Special Education Accommodations and Modifications</u>	• Use graphic organizers, visuals, manipulatives and other concrete materials • Use gestures, facial expressions and body language • Read aloud • Build on what students already know and prior experience	• Establish expectations for correct spelling on assignments • Provide extra textbooks for home. • Provide Peer Support • Increase one on one time
Gifted and Talented Students	504 Plan	
• Utilize advanced, accelerated, or compacted content • Provide assignments that emphasize higher- level thinking skills. • Allow for individual student interest • Gear assignments to development in areas of affect, creativity, cognition, and research skills • Allow for a variety in types of resources • Provide problem-based assignments with planned scope and sequence • Utilize inquiry-based instruction • Adjust the pace of lessons • Utilize Choice Boards • Provide Problem-Based Learning • Establish flexible Grouping	• Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Break long assignments into smaller parts • Assist student in setting short term goals • Allow for preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Model and reinforce organizational systems (i.e. color-coding) • Write out homework assignments, check student's recording of assignments	
Interdisciplinary Connections	Computer Science and Design Thinking	
Kindergarten Math:	Computer Science and Design Thinking Practices • Fostering an Inclusive Computing and Design Culture • Collaborating Around Computing and Design	

- NJSLS K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- NJSLS K.G.B. Analyze, compare, create, and compose shapes.

ELA:

- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Grade 1

Math:

- NJSLS 1.G.A.1: Reason with shapes and their attributes.

ELA:

- NJSLS. SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- NJSLS. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Grade 2

Math:

- NJSLS: 2.G.A.1: Reason with shapes and their attributes.

ELA:

- NJSLS.SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- NJSLS SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

K-2

Science:

- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing and Design

Computer Science and Design Thinking Standards

- 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
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Climate Change

- 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.
- 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts
- 9.2.2.TL.4: Navigate a virtual space to build context and describe the visual content.

9.4 Life Literacies and Key Skills

21st Century Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Technology Integration

- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

SEL Competencies

- Self - Awareness
- Self - Management
- Social Awareness

- Responsible Decision Making
- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
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Targeted Academic Vocabulary	
abstract, art criticism, asymmetry, balance, color schemes, harmony, linear perspective, pattern, point of view, reflection, tint, tone, visual metaphor, variety	
District/School Tasks	District/School Primary and Supplementary Resources
•	<u>District-Mandated Resources</u> Assessment Resources: Other Resources: • <u>Art Activities for Social Emotional Learning (SEL)</u> Project Ideas: • Upcycle Art Project to address Climate Change • Learn about art from various cultures (addressing the Amistad and Holocaust Mandate)
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	

<post link here>

Unit 4 Early Childhood Art: Connecting

Overview

- Synthesizing and relating knowledge and personal experiences to create products.
- Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Essential Questions

Media Arts

- 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?
- 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?

Visual Arts

- 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?
- 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?

Enduring Understandings

Media Arts

- Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.
- Understanding connections to varied contexts and daily life enhances a media artist's work.

Visual Arts

- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit 4: Early Childhood Art: Connecting

Content Standards

Media Arts

- 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.
- 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.

Unit 4: Early Childhood Art: Connecting

Content Standards

Visual Arts

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 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.

Student Learning Objectives

Students will be able to connect with art by:

- Synthesizing and relating knowledge and personal experiences to create products.
- Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
• Utilize modifications & accommodations delineated in the student's IEP • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently • Provide repetition and practice. • Use visuals to demonstrate/model the processes • Restate, reread, and clarify directions/questions • Ask students to restate information, directions, and assignments. • Provide copy of class notes • Distribute study guide for classroom tests. • Provide preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home.	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors • Modify Assignments • Use testing and portfolio assessment • Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) • Repeat, rephrase, paraphrase key concepts and directions • Allow for extended time for assignment completion as needed • Highlight key vocabulary • Define essential vocabulary in context • Use graphic organizers, visuals, manipulatives and other concrete materials • Use gestures, facial expressions and body language • Read aloud • Build on what students already know and prior experience	• Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Provide preferential seating to be mutually determined by the student and teacher • Allow the use of a computer to complete assignments. • Establish expectations for correct spelling on assignments • Provide extra textbooks for home. • Provide Peer Support • Increase one on one time

• Provide regular parent/ school communication • Allow extended time to complete assignment • Establish procedures for accommodations / modifications for assessments • Allow student to take/complete tests in an alternate setting as needed <u>Appendix A: Special Education Accommodations and Modifications</u>		
Gifted and Talented Students	504 Plan	
• Utilize advanced, accelerated, or compacted content • Provide assignments that emphasize higher- level thinking skills. • Allow for individual student interest • Gear assignments to development in areas of affect, creativity, cognition, and research skills • Allow for a variety in types of resources • Provide problem-based assignments with planned scope and sequence • Utilize inquiry-based instruction • Adjust the pace of lessons • Utilize Choice Boards • Provide Problem-Based Learning • Establish flexible Grouping	• Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Break long assignments into smaller parts • Assist student in setting short term goals • Allow for preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Model and reinforce organizational systems (i.e. color-coding) • Write out homework assignments, check student's recording of assignments	
Interdisciplinary Connections	Computer Science and Design Thinking	
Kindergarten Math: • NJSLS K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). • NJSLS K.G.B. Analyze, compare, create, and compose shapes. ELA: • SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Computer Science and Design Thinking Practices • Fostering an Inclusive Computing and Design Culture • Collaborating Around Computing and Design • Recognizing and Defining Computational Problems • Developing and Using Abstractions • Creating Computational Artifacts • Testing and Refining Computational Artifacts • Communicating About Computing and Design Computer Science and Design Thinking Standards	

- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Grade 1**Math:**

- NJSLS 1.G.A.1: Reason with shapes and their attributes.

ELA:

- NJSLS. SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- NJSLS. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Grade 2**Math:**

- NJSLS: 2.G.A.1: Reason with shapes and their attributes.

ELA:

- NJSLS.SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- NJSLS SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

K-2**Science:**

- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

- 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
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Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards**9.1 Personal Financial Literacy**

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- 9.2.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts
- 9.2.2.TL.4: Navigate a virtual space to build context and describe the visual content.

9.4 Life Literacies and Key Skills**21st Century Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Technology Integration

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Climate Change

- 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.
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SEL Competencies

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Targeted Academic Vocabulary	
Cumulative Vocabulary From Previous Units: acrylic, airbrush, canvas, chalk, crayon, easel, glaze, ink, medium, oil paint, paint, palette, pastel, primer, stencil, watercolor, woodcut, color wheel, primary colors, secondary colors, warm colors, cool colors, value, space, form and texture, balance, contrast, emphasis, proportion, pattern, rhythm, unity, variety, contour, landscape, portrait, 2-Dimensions, 3-Dimensions, cylinder, cone, pyramid, cube, sphere, line, wavy, zigzag, straight, angular, broken, spiral, radiant, circle, square, rectangle, diamond, heart, octagon, triangle, oval, geometric, horizontal, vertical, diagonal, organic shape, geometric shape, abstract, art criticism, asymmetry, balance, color schemes, harmony, linear perspective, pattern, point of view, reflection, tint, tone, visual metaphor, variety	
District/School Tasks	District/School Primary and Supplementary Resources
•	<u>District-Mandated Resources</u> Assessment Resources: Other Resources: • <u>Art Activities for Social Emotional Learning (SEL)</u> Project Ideas: • Upcycle Art Project to address Climate Change • Learn about art from various cultures (addressing the Amistad and Holocaust Mandate)
Instructional Best Practices and Exemplars	
<u>See Appendix A for Instructional Best Practices and Exemplars</u>	

Pacing Guide
<post link here>

Appendix A: Instructional Best Practices and Exemplars

Appendix A: Instructional Best Practices and Exemplars: Unit 1

Appendix A: Instructional Best Practices and Exemplars: Unit 2

Appendix A: Instructional Best Practices and Exemplars: Unit 3

Appendix A: Instructional Best Practices and Exemplars: Unit 4

Appendix B: Exemplars and Explanations

Appendix B: Instructional Exemplars and Explanations: Unit 1

Appendix B: Instructional Exemplars and Explanations: Unit 2

Appendix B: Instructional Exemplars and Explanations: Unit 3

Appendix B: Instructional Exemplars and Explanations: Unit 4

Appendix C:

Art Classroom Philosophy, Schedule, Structure, and Expectations