

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT
KINDERGARTEN - 2nd GRADE VISUAL AND PERFORMING ARTS CURRICULUM**



**Revised to meet the June 2020 Science NJSL-ARTS
Board Approval: AUGUST 2022**

District Administration

Mr. Robert Mungo	Superintendent
Mrs. Amie Dougherty	Director of Curriculum and Instruction
Mrs. Tifanie Pierce	Director of Special Services
Mrs. Carolyn McDonald	Director of Equity and Student Services
Mr. Daniel Finn	Principal 5-8
Mr. Thomas Braddock	Principal 2-4
Mrs. Nicole Peoples	Principal PreK-1
Mrs. Kinny Nahal	Assist Principal 5-8
Mrs. Evon DiGangi	School Business Administrator

Mount Holly Township Board of Education

Mrs. Janet DiFolco	Board President
Mr. William Monk	Board Vice-President
Ms. Jennifer Mushinsky	Board Member
Mrs. Brianna Banks	Board Member
Mrs. Janene Ciotti	Board Member

Visual and Performing Arts

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success. The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

Mission

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.

Spirit and Intent

The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by:

- Defining artistic literacy¹ through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning;
- Placing artistic processes and anchor standards at the forefront of the work;
- Identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and
- Specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.

The development of artistic literacy is dependent on creating an environment in which students are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Philosophically speaking, the arts serve to communicate ideas, as an opportunity for creative personal realization, to connect and reflect culture and history, and as a means to well-being and a mechanism for problem solving universal, global issues including climate change.

Within the broad lifetime goal of preparing artistically literate individuals, learning experiences that engage students with a variety of artistic media, symbols, and metaphors for the purpose of creating and performing in ways that express and communicate their own ideas are essential. Additionally, to become artistically literate, students need opportunities to respond to the arts through analyzing and interpreting the artistic communications of others. (More examples that illustrate the philosophical foundations and lifelong goals that are the underpinnings of the NJSLS-VPA can be found in the Supplemental Materials section.)

New to This Version of the NJSLS-VPA

The inclusion of media arts as one of the five arts disciplines is new to this version. Media arts is a unique medium of artistic expression that can amplify and integrate the four traditional art forms. The media artist utilizes a fundamental understanding of the mediums of analog and digital media to integrate digital technologies with traditional forms of artistic expression. The study of media arts can foster new modes and processes of creative thinking within in the realms of the digital and virtual worlds that are evermore present in students' lives. In fact, many students are already creating media art on their own and will benefit from support systems within their schools that mirror their life experiences. Because many young people hold a fascination with new media, incorporating media arts study into the school day can potentially enhance the connection between in-school and out-of-school learning and act as motivation for active learning.

Also new to this version of the NJSLS-VPA is the specialized approach to music education. To account for various opportunities that students have to engage in music instruction, the NJSLS-VPA include standards for five subdisciplines of music: General Music (grades K–8), Guitar, Keyboard, and Harmonizing Instruments, Traditional and Emerging Ensembles, Composition and Theory, and Music 1. The knowledge and understanding required to participate authentically in the arts. An artistically literate person is able to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts. Technology. At the middle and high school level, students are required to demonstrate proficiency in only one of the preceding subdisciplines. It is important to note that students' experiences and course offerings may vary from district to district and that musical literacy and fluency requires compound, scaffolded skills. Accordingly, the music standards are competency-based to allow for multiple points of entry. The novice and intermediate performance expectations for Traditional and Emerging Ensembles, and Guitar, Keyboard and Harmonizing Instruments are generally applicable to elementary and middle school students. The proficient, accomplished, and advanced level performance expectations are

generally ascribed to varying degrees of achievement by students in high school. However, a spectrum of increasingly sophisticated achievement level may be attainable throughout the K–12 continuum.

Standards in Action: Climate Change

By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

[NJSLS Visual and Performing Arts](#)

[NJSLS Career Readiness, Life Literacies, and Key Skills](#)

[Computer Science and Design Thinking](#)

[NJSLS Climate Change Education](#)

Unit 1:Creating Curriculum Area: Visual Arts Unit Length: 8-9 Weeks	Grade Level: K-2
Unit Overview	
1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	

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

District/School Supplementary Resources

- A variety of mediums will be used including but not limited to: Paint, crayons, clay, paper, glue, clay, pencils, markers, etc...
- Visual works of art by relevant artists throughout history, graphs and charts in hardcopy or the internet
- Chalk Board
- Promethean board
- Project samples

District/ School Formative Assessment Plan

- Teacher Observation
-
- Group Projects/Discussions
- Performance Tasks

District/ School Summative Assessment Plan

- Performance Tasks
- Teacher Observation

Instructional Best Practices

- Identifying Similarities and Differences
- Reinforcing Effort and Providing Recognition
- Practice
- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues and Questions
- Gradual Release of Responsibility

- Checks for Understanding
- Diagrams, Charts and Graphs
- Visuals
- Collaborative Problem Solving
- Active Engagement Strategies

Career Readiness, Life Literacies, and Key Skills

Career Awareness and Planning:

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

Creativity and Innovation:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Digital Citizenship:

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others.

Global and Cultural Awareness:

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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

Information and Media Literacy:

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Computer Science and Design Thinking**Networks and the Internet:**

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.NI.4: Explain why access to devices need to be secured.

Impacts of Computing:

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

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.

Interdisciplinary Connections**English Language Arts****Kindergarten**

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.4. Ask and answer questions about unknown words in a text.

- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- 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.
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

1st Grade

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

2nd Grade

- RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Mathematics

Kindergarten

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

1st Grade

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

2nd Grade

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

NJSLS Learning Plan	
ANCHOR STANDARDS AND PRACTICE	PERFORMANCE EXPECTATIONS
<p>-Anchor Standard 1: Generating and conceptualizing ideas.</p> <ul style="list-style-type: none"> -Visual Arts Practice: Explore -Media Arts Practice: Conceive <p>-Anchor Standard 2: Organizing and developing ideas.</p> <ul style="list-style-type: none"> -Visual Arts Practice: Investigate -Media Arts: Develop <p>-Anchor Standard 3: Refining and completing products.</p> <ul style="list-style-type: none"> -Practice: Reflect, Refine, Continue -Practice: Construct 	<p>-Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Visual Arts:</p> <ul style="list-style-type: none"> ● 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. <p>Media Arts:</p> <ul style="list-style-type: none"> ● 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. <p>-Anchor Standard 2: Organizing and developing ideas.</p> <p>Visual Arts:</p> <ul style="list-style-type: none"> ● 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

	<p>drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p> <p>Media Arts:</p> <ul style="list-style-type: none"> • 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. <p>-Anchor Standard 3: Refining and completing products.</p> <p>Visual Arts:</p> <ul style="list-style-type: none"> • 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. <p>Media Arts:</p> <ul style="list-style-type: none"> • 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.
<p style="text-align: center;">Key Vocabulary</p>	
<p>Portrait, Self Portrait, Abstract, Realism, Expressionism, Line, shape, Texture, Color, Blue-green, Primary colors, Design Element of art, Yellow-green, Secondary colors, Composition, Brown, Rainbow, Red, Grey, , Blue, Black, Tints, Warm colors, Yellow, White, Cool colors, Green, Neutrals, Blending, Violet, Color wheel, Orange, Red-orange,, Yellow-orange, Media/medium, Blue-violet, Oil pastels, Red-violet, Variety of famous artists and artistic styles, History, Culture Artist Bio</p>	

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions 	<ul style="list-style-type: none"> • Use well-defined boundaries • Get a written list of instructions • Provide a buddy/partner • Preview skills for upcoming classes • Demonstrate/model activity • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Provide pictorial of rules, directions, or process • Ask for a repeat of the directions 	<ul style="list-style-type: none"> • Explain alternate moves • Create game extensions • Draw/Write summary of class
Required Activities	Suggested Activities
<ul style="list-style-type: none"> • Instant Activity/Warm-Up • Closure • Whole Group • Small Groups • Modeling • Independent Practice • PBIS Implementation 	<ul style="list-style-type: none"> • Reflection • Goal Setting • Real World Connection • Accessing Prior Experiences

<ul style="list-style-type: none"> • Identify and review objectives for lesson • Stations • Modified Activities 	
--	--

Unit 2: CONNECTING: Curriculum Area: Visual Arts Unit Length: 8-9 Weeks	Grade Level: K-2
Unit Overview	

All students will understand the role, development, and influence of the arts throughout history and across cultures.

Enduring Understandings

- 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.
- 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.

Essential Questions

- 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?
- 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?

District/School Supplementary Resources

- A variety of mediums will be used including but not limited to: Paint, crayons, clay, paper, glue, clay, pencils, markers, etc...
- Visual works of art by relevant artists throughout history, graphs and charts in hardcopy or the internet
 - Chalk Board
 - Promethean board
 - Project samples

District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> ● Teacher Observation ● Group Projects/Discussions ● Performance Tasks 	<ul style="list-style-type: none"> ● Performance Tasks ● Teacher Observation
Instructional Best Practices	
<ul style="list-style-type: none"> ● Identifying Similarities and Differences ● Reinforcing Effort and Providing Recognition ● Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues and Questions ● Gradual Release of Responsibility 	<ul style="list-style-type: none"> ● Checks for Understanding ● Diagrams, Charts and Graphs ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies
Career Readiness, Life Literacies, and Key Skills	
<p><u>Career Awareness and Planning:</u> 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p><u>Creativity and Innovation:</u> 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p> <p><u>Digital Citizenship:</u> 9.4.2.DC.1: Explain differences between ownership and sharing of information. 9.4.2.DC.2: Explain the importance of respecting digital content of others.</p> <p><u>Global and Cultural Awareness:</u> 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)</p> <p><u>Information and Media Literacy:</u></p>	

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Computer Science and Design Thinking

Networks and the Internet:

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.NI.4: Explain why access to devices need to be secured.

Impacts of Computing:

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

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.

Interdisciplinary Connections

English Language Arts

Kindergarten

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- 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.
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

1st Grade

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

2nd Grade

- RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

- SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Mathematics

Kindergarten

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

1st Grade

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

2nd Grade

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

NJSLS Learning Plan

ANCHOR STANDARDS AND PRACTICE

PERFORMANCE EXPECTATIONS

<p>-Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. -Visual & Media Arts Practice: Synthesize</p> <p>-Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. -Visual & Media Arts Practice: Relate</p>	<p>-Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. -1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. -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.</p> <p>-Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. <ul style="list-style-type: none"> ● 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. ● 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. </p>
<p style="text-align: center;">Key Vocabulary</p>	
<p>-Variety of famous artists /Such as but not limited to: Pablo Picasso, Andy Warhol, Claes Oldenberg, Piet Mondrian, Georgia O'Keefe - Variety artistic styles/Such as but not limited to: Pop, Abstract, Expressionism, Illustration, Primitive, History, Culture Artist Bio</p>	
<p style="text-align: center;">Modifications/Accommodations for Special Education Students</p>	<p style="text-align: center;">Accommodations for At-Risk Students</p>
<ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted 	<ul style="list-style-type: none"> ● Use well-defined boundaries ● Get a written list of instructions

<ul style="list-style-type: none"> ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Provide a buddy/partner ● Preview skills for upcoming classes ● Demonstrate/model activity ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Provide pictorial of rules, directions, or process ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Explain alternate moves ● Create game extensions ● Draw/Write summary of class
Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Instant Activity/Warm-Up ● Closure ● Whole Group ● Small Groups ● Modeling ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Modified Activities 	<ul style="list-style-type: none"> ● Reflection ● Goal Setting ● Real World Connection ● Accessing Prior Experiences

Unit 3: Presenting: Curriculum Area: Visual Arts Unit Length: Ongoing	Grade Level: K-2
Unit Overview	
<p>All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> -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. -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 	<ul style="list-style-type: none"> -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? -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?
District/School Supplementary Resources	
<ul style="list-style-type: none"> • A variety of mediums will be used including but not limited to: Paint, crayons, clay, paper, glue, clay, pencils, markers, etc... • Visual works of art by relevant artists throughout history, graphs and charts in hardcopy or the internet • Chalk Board • Promethean board • Project samples 	
District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> • Teacher Observation • Group Projects/Discussions • Performance Tasks 	<ul style="list-style-type: none"> • Performance Tasks • Teacher Observation
Instructional Best Practices	
<ul style="list-style-type: none"> • Identifying Similarities and Differences • Reinforcing Effort and Providing Recognition • Practice • Modeling • Cooperative Learning • Setting Objectives and Providing Feedback • Cues and Questions • Gradual Release of Responsibility 	<ul style="list-style-type: none"> • Checks for Understanding • Diagrams, Charts and Graphs • Visuals • Collaborative Problem Solving • Active Engagement Strategies

Career Readiness, Life Literacies, and Key Skills

Career Awareness and Planning:

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

Creativity and Innovation:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Digital Citizenship:

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others.

Global and Cultural Awareness:

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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

Information and Media Literacy:

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Computer Science and Design Thinking

Networks and the Internet:

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.NI.4: Explain why access to devices need to be secured.

Impacts of Computing:

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

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.

Interdisciplinary Connections

English Language Arts

Kindergarten

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- 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.
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

1st Grade

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

2nd Grade

- RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Mathematics

Kindergarten

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

1st Grade

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

2nd Grade

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

NJSLS Learning Plan

ANCHOR STANDARDS AND PRACTICE

PERFORMANCE EXPECTATIONS

-Anchor Standard 4: Selecting, analyzing, and interpreting work.

- Visual Arts Practice: Analyze
- Media Arts Practice: Practice

-Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

- Visual Arts Practice: Select
- Media Arts Practice: Integrate

-Anchor Standard 6: Conveying meaning through art.

- Visual Arts Practice: Share
- Media Arts Practice: Present

-Anchor Standard 4: Selecting, analyzing, and interpreting work.

- 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.
- 1.2.2.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.

-Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

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

	<ul style="list-style-type: none"> ● 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. <p>-Anchor Standard 6: Conveying meaning through art.</p> <ul style="list-style-type: none"> ● 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. ● 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.
Key Vocabulary	
<p>Pattern, Radial, Reflection, Variety, Balance, Space, Two-dimensional, Three-dimensional, Composition, , Medium/Media, Subject , Shape, Vertical, Horizontal, MultiMedia, Space, Color, Negative Space, Positive Space, Variety of famous artists and artistic styles, History, Culture Artist Bio</p>	

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions 	<ul style="list-style-type: none"> • Use well-defined boundaries • Get a written list of instructions • Provide a buddy/partner • Preview skills for upcoming classes • Demonstrate/model activity • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Provide pictorial of rules, directions, or process • Ask for a repeat of the directions 	<ul style="list-style-type: none"> • Explain alternate moves • Create game extensions • Draw/Write summary of class
Required Activities	Suggested Activities
<ul style="list-style-type: none"> • Instant Activity/Warm-Up • Closure • Whole Group • Small Groups • Modeling 	<ul style="list-style-type: none"> • Reflection • Goal Setting • Real World Connection • Accessing Prior Experiences

<ul style="list-style-type: none"> ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Modified Activities 	
---	--

Unit 4: Responding Curriculum Area: Visual Arts Unit Length: Ongoing	Grade Level: K-2
Unit Overview	
Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
Enduring Understandings	Essential Questions
-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.	-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?

District/School Supplementary Resources	
<p>A variety of mediums will be used including but not limited to: Paint, crayons, clay, paper, glue, clay, pencils, markers, etc...</p> <ul style="list-style-type: none"> • Visual works of art by relevant artists throughout history, graphs and charts in hardcopy or the internet • Chalk Board • Promethean board • Project samples 	
District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> • Teacher Observation • Group Projects/Discussions • Performance Tasks 	<ul style="list-style-type: none"> • Performance Tasks • Teacher Observation
Instructional Best Practices	
<ul style="list-style-type: none"> • Identifying Similarities and Differences • Reinforcing Effort and Providing Recognition • Practice • Modeling • Cooperative Learning • Setting Objectives and Providing Feedback • Cues and Questions • Gradual Release of Responsibility 	<ul style="list-style-type: none"> • Checks for Understanding • Diagrams, Charts and Graphs • Visuals • Collaborative Problem Solving • Active Engagement Strategies
Career Readiness, Life Literacies, and Key Skills	
<p><u>Career Awareness and Planning:</u> 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p>	

Creativity and Innovation:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Digital Citizenship:

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others.

Global and Cultural Awareness:

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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

Information and Media Literacy:

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Computer Science and Design Thinking**Networks and the Internet:**

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.NI.4: Explain why access to devices need to be secured.

Impacts of Computing:

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

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.

Interdisciplinary Connections**English Language Arts**

Kindergarten

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- 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.
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

1st Grade

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

2nd Grade

- RL.2.1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Mathematics

Kindergarten

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

1st Grade

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

2nd Grade

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.

- Work with time and money.
 - Represent and interpret data.
- Geometry
- Reason with shapes and their attributes.

NJSLS Learning Plan

ANCHOR STANDARDS AND PRACTICE

- Anchor Standard 7: Perceiving and analyzing products.
 - Visual & Media Arts Practice: Perceive
- Anchor Standard 8: Interpreting intent and meaning.
 - Visual & Media Arts Practice: Interpret
- Anchor Standard 9: Applying criteria to evaluate products.
 - Visual Arts Practice: Analyze
 - Media Arts Practice: Evaluate

PERFORMANCE EXPECTATIONS

- Anchor Standard 7: Perceiving and analyzing products.
 - 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.
 - 1.2.2.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.
- Anchor Standard 8: Interpreting intent and meaning.
 - 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
 - 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- Anchor Standard 9: Applying criteria to evaluate products.
 - 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.
 - 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Key Vocabulary	
Line, shape, form, value, space, color, texture, Craftsmanship	
Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions 	<ul style="list-style-type: none"> • Use well-defined boundaries • Get a written list of instructions • Provide a buddy/partner • Preview skills for upcoming classes • Demonstrate/model activity • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Provide pictorial of rules, directions, or process • Ask for a repeat of the directions 	<ul style="list-style-type: none"> • Explain alternate moves • Create game extensions • Draw/Write summary of class
Required Activities	Suggested Activities
<ul style="list-style-type: none"> • Instant Activity/Warm-Up • Closure • Whole Group 	<ul style="list-style-type: none"> • Reflection • Goal Setting • Real World Connection

<ul style="list-style-type: none"> ● Small Groups ● Modeling ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Modified Activities 	<ul style="list-style-type: none"> ● Accessing Prior Experiences
---	---

MOUNT HOLLY TOWNSHIP PUBLIC SCHOOL DISTRICT PACING GUIDE

331 Levis Drive
Mount Holly, New Jersey 08060

Course Title: Visual Arts
Kindergarten to Second Grade

	Weeks/Days	Standards/Assessment	Anchor Standard		Focus Skills
Creating	8-9 weeks (classes meet 1x per week)	1.5.2.Cr1a: 1.5.2.Cr1b: 1.5.2.Cr2a: 1.5.2.Cr2b: 1.5.2.Cr3a: 1.2.2.Cr1a 1.2.2.Cr1b 1.2.2.Cr1c 1.2.2.Cr1d 1.2.2.Cr1e 1.2.2.Cr2a 1.2.2.Cr2b 1.2.2.Cr2c 1.2.2.Cr3a 1.2.2.Cr3b	Anchor Standard 1, 2, 3		<ul style="list-style-type: none"> Identify the basic elements of art and principles of design in diverse types of artwork. Identify elements of art and principles of design in specific works of art and explain how they are used. Discover, share and express ideas for media artworks through experimentation, sketching and modeling. Brainstorm and improvise multiple ideas using a variety of tools, methods and materials. Explore form ideas for media art production with support. Connect and apply ideas for media art production. Choose ideas to create plans for media art production.
Presenting	8-9 weeks (classes meet 1x per week)	1.5.2.Pr4a: 1.5.2.Pr5a: 1.5.2.Pr6a: 1.2.2.Pr4a 1.2.2.Pr4b 1.2.2.Pr5a 1.2.2.Pr5b 1.2.2.Pr5c 1.2.2.Pr6a	Anchor Standard 4,5,6		<ul style="list-style-type: none"> Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. The function and purpose of artmaking across cultures is a reflection of societal values and beliefs. Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures
Responding	8-9 weeks (classes meet 1x per week)	1.5.2.Re7a: 1.5.2.Re7b: 1.5.2.Re8a: 1.5.2.R3a: 1.2.2.Re7a	Anchor Standard 7,8,9		<ul style="list-style-type: none"> Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

		1.2.2.Re7b 1.2.2.Re8a 1.2.2.Re9a		<ul style="list-style-type: none"> ● Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. ● Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. ● Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media ● Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
Connecting	8-9 weeks (classes meet 1x per week)	1.5.2.Cn10a: 1.5.2.Cn11a: 1.5.2.Cn11b: 1.2.2.Cn10a 1.2.2.Cn10b 1.2.2.Cn11a 1.2.2.Cn11b	Anchor Standard 10, 11	<ul style="list-style-type: none"> ● Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). ● Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. ● Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). ● Distinguish patterns in nature found in works of

					<p>dance, music, theatre, and visual art</p> <ul style="list-style-type: none">● Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.● Apply the principles of positive critique in giving and receiving responses to performances.● Recognize the making subject or theme in works of dance, music, theatre, and visual art.
--	--	--	--	--	--