



Totowa Public Schools

Art

Grades K-2

Aligned to NJSL Standards

BOE Adopted: 08/31/2022

Revised 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Color	6 Weeks	
Line	6 Weeks	
Shape	6 Weeks	
Texture	6 Weeks	
Form	6 Weeks	
Space	6 Weeks	

Unit Title	Unit 1 - Color
Unit Duration	6 Weeks
Unit Summary & Rationale	<i>Students are introduced to colors and basic color theory.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Where do we see colors? • Do we associate colors with each season? • What is a secondary color? • How did you create a new color in your artwork? • Why are primary and secondary colors spaced out the way they are on the color wheel?
Enduring Understandings	<ul style="list-style-type: none"> • Colors are all around us, and as artists we use colors to create art.
Learning Outcomes	<ul style="list-style-type: none"> • Identify primary and secondary colors. • Explain how the element of color is used in artwork. • Explain how to mix primary colors to create secondary colors. • Use different methods and materials to apply the element of color to create art • Identify and correctly order the colors in a color wheel/ the colors in a rainbow. • Students will learn the appropriate use of paint, brushes, colored pencils, pastels, etc. during the creation on of art.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics , Do Nows, Exit Slips, Formative Rubrics
Summative	Projects, Tests, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessment
Alternative & Benchmark	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Textbooks, Maps, Laptops, Smart Board, Art Supplies – Paper (assorted colors, types (construction tagboard, tissue paper, origami), Crayons, Markers, Paint, Colored Pencils, Glue, Scissors, paint brushes, beads, sequins, glitter, foil, the color wheel, color chart, paint, paint brushes Artists & Art Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: Visual and Performing Arts	
	Anchor Standard, Enduring Understanding, Essential Questions, & Practice
1.5.2.Cr1a: Engage in individual and collaborative exploration of materials	Anchor Standard 1: Generating and conceptualizing ideas. Enduring Understandings: Creativity and innovative thinking are essential life skills

<p>and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p>	<p>that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>Essential Questions: 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>Practice: Explore</p>
<p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p>	<p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Enduring Understandings: 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>Essential 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>Practice: Investigate</p> <p>Performance Expectations:</p>
<p>1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics</p>	<p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Enduring Understandings: 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.</p>

<p>within both the natural and constructed world.</p> <p>1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p>	<p>Essential Questions: 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?</p> <p>Practice: Perceive</p> <p>Performance Expectations:</p>
<p>1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</p>	<p>Anchor Standard 9: Applying criteria to evaluate products.</p> <p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>Essential Questions: 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?</p> <p>Practice: Analyze</p> <p>Performance Expectations:</p>
<p>1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.</p>	<p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</p> <p>Enduring Understanding: People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</p> <p>Essential Questions: 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?</p> <p>Practice: Relate</p> <p>Performance Expectations:</p>
<p>The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. There are subtle differences in the practices that reflect the nuances of each of the respective arts disciplines.</p>	

**Visual and Performing Art Artistic
Processes and Practices**

- Creating
- Performing (dance, music, theatre)/Presenting (visual arts)/Producing (media arts)
- Responding
- Connecting

NJ: 2016 SLS: English Language Arts

- RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- 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.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a. Print all upper- and lowercase letters.
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

- 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.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2020 SLS: Computer Science & Design Thinking

Core Ideas	NJSLS Performance Expectations (By the end of 2nd Grade)
Data can be used to make predictions about the world.	<ul style="list-style-type: none"> • 8.1.2.DA.3: Identify and describe patterns in data visualizations.
Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).	<ul style="list-style-type: none"> • 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	<ul style="list-style-type: none"> • 8.1.2.AP.4: Break down a task into a sequence of steps.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

Core Ideas	NJSLS Performance Expectations (By the end of 2nd Grade)
Brainstorming can create new, innovative ideas.	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspective • 9.4.2.CI.2: Demonstrate originality and inventiveness in work

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	<ul style="list-style-type: none"> 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
Young people can have a positive impact on the natural world in the fight against climate change	<ul style="list-style-type: none"> 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
There are actions an individual can take to help make this world a better place.	<ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
There are ways to keep the things we value safely at home and other places.	<ul style="list-style-type: none"> 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.
Interdisciplinary Connections	
Social Studies	<ul style="list-style-type: none"> 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
Connections and Skills	<ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Digital Citizenship Civic Responsibility Risk Management

Unit Title	Exploring Lines
Unit Duration	6 Weeks
Unit Summary & Rationale	<i>Students explore the importance of lines in art. Lines are everywhere, and students are going to practice learning about different types of lines.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What kinds of lines do you recognize? • How many different lines might you create in your work?
Enduring Understandings	<ul style="list-style-type: none"> • Lines are everywhere we look! From art, to architecture, in almost everything we see, there are lines of different length and weight.
Learning Outcomes	<ul style="list-style-type: none"> • Recognize and name the various lines they see in their own work and master works of art. • Explain why a line is an element of art. • Students will be able to use the tools associated with the art medium (pencil, paint brush, marker, etc.) to create the lines that best match their ideas. • Explain how the element of a line is used in specific works of art.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics
Summative	Projects, Tests, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessment

Alternative and Benchmark	<p>Alternative – Project Based Learning, Graphic Organizers, Student Portfolio</p> <p>Benchmark – Teacher generated project or assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources: Digital and Print	<p>Textbooks, Maps, Laptops, Smart Board, Art Supplies – Paper (assorted colors, types (construction tagboard, tissue paper, origami), Crayons, Markers, Paint, Colored Pencils, color wheel, French curves, protractors, Glue, Scissors, paint brushes, beads, sequins, glitter, foil, Artists & Art</p> <p>Approved Class Resource List</p>
Content & Interdisciplinary Standards	
NJ 2020 SLS: Visual and Performing Arts	
Performance Expectation	Anchor Standard, Enduring Understanding, Essential Questions, & Practice
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.	<p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Enduring Understandings: 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>Essential Questions: 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>Practice: Explore</p>

<p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p>	<p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Enduring Understandings: 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>Essential 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>Practice: Investigate</p>
<p>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.</p> <p>1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p>	<p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Enduring Understandings: 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.</p> <p>Essential Questions: 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?</p> <p>Practice: Perceive</p> <p>Performance Expectations:</p>

1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.	<p>Anchor Standard 9: Applying criteria to evaluate products.</p> <p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>Essential Questions: 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?</p> <p>Practice: Analyze</p> <p>Performance Expectations:</p>
1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.	<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Enduring Understanding: Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</p> <p>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?</p> <p>Practice: Synthesize</p> <p>Performance Expectations:</p>
<p>Visual and Performing Art Artistic Processes and Practices</p>	
<p>The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. There are subtle differences in the practices that reflect the nuances of each of the respective arts disciplines.</p>	
Visual and Performing Art Artistic Processes and Practices	<ul style="list-style-type: none"> • Creating • Performing (dance, music, theatre)/Presenting (visual arts)/Producing (media arts) • Responding • Connecting

NJ: 2016 SLS: English Language Arts

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- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- 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.6. Speak audibly and express thoughts, feelings, and ideas clearly.
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- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a. Print all upper- and lowercase letters.
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2020 SLS: Computer Science & Design Thinking

Core Ideas	NJSLS Performance Expectations (By the end of 2nd Grade)
Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).	<ul style="list-style-type: none"> 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
Data can be used to make predictions about the world.	<ul style="list-style-type: none"> 8.1.2.DA.3: Identify and describe patterns in data visualizations.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

Core Ideas	NJSLS Performance Expectations (By the end of 2nd Grade)
There are actions an individual can take to help make this world a better place.	<ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	<ul style="list-style-type: none"> 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
Young people can have a positive impact on the natural world in the fight against climate change	<ul style="list-style-type: none"> 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

There are actions an individual can take to help make this world a better place.	<ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
Brainstorming can create new, innovative ideas.	<ul style="list-style-type: none"> 9.4.2.CI.1: Demonstrate openness to new ideas and perspective 9.4.2.CI.2: Demonstrate originality and inventiveness in work
Interdisciplinary Connections	
Math	<ul style="list-style-type: none"> K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. K.G.2 Correctly name shapes regardless of their orientations or overall size. K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). K.G.6 Compose simple shapes to form larger shapes
Connections and Skills	<ul style="list-style-type: none"> Creativity and Innovation

Unit Title	Shape
Unit Duration	6 Weeks

Unit Summary & Rationale	<i>In this unit of study, students are learning to recognize shapes they find in art.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What shapes do you recognize? • What shape might you use to make a....? • How many different lines might you need to make various shapes?
Enduring Understandings	<ul style="list-style-type: none"> • Shapes are all around us. As artists we use shapes to create art.
Learning Outcomes	<ul style="list-style-type: none"> • Identify the basic art element of shape. • Identify and name the various shapes they see in their own work, nature, etc., as well as the work of others including classmates and master artists. • Discern between basic geometric and organic shapes. • Apply the element of shape to create artwork. • Demonstrate proficiency in using the tools associated with the art medium (pencil, scissors, etc.) to create the lines that best match their ideas in constructing shapes. • Recognize and create patterns and shapes. • Explain the difference between a shape and a form.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics
Summative	Projects, Tests, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessments
Alternative and Benchmark	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio

	<p>Benchmark – Teacher generated project or assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
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- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a. Print all upper- and lowercase letters.
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- 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.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Core Ideas	NJSLs Performance Expectations (By the end of 2nd Grade)
Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).	<ul style="list-style-type: none"> 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	<ul style="list-style-type: none"> 8.1.2.AP.4: Break down a task into a sequence of steps.
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	NJSLs Performance Expectations (By the end of 2nd Grade)
There are actions an individual can take to help make this world a better place.	<ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	<ul style="list-style-type: none"> 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
Brainstorming can create new, innovative ideas.	<ul style="list-style-type: none"> 9.4.2.CI.1: Demonstrate openness to new ideas and perspective 9.4.2.CI.2: Demonstrate originality and inventiveness in work

Individuals from different cultures may have different points of view and experiences.	<ul style="list-style-type: none"> 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).
Interdisciplinary / 21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> Critical thinking Collaboration and Teamwork Problem Solving Creativity and Innovation Global Cultural Awareness

Unit Title	Texture
Unit Duration	6 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn about the texture found in artwork. For example, what does it mean for something to be bumpy and look bumpy?</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> What textures do you recognize? (Smooth Bumpy, rough, etc) What thing, objects, or materials might be smooth, bumpy, or rough? How do you create a texture in artwork that is rough, bumpy, or smooth?
Enduring Understandings	<ul style="list-style-type: none"> Texture describes how something can physically feel. Artists can convey texture in a variety of ways.

Learning Outcomes	<ul style="list-style-type: none"> • Identify and describe textures that students can feel. • Identify and explain visual versus textures found in nature and in the work of artists. • Demonstrate visual or tactile texture in their art.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics
Summative	Projects, Tests, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessment
Alternative and Benchmark	<p>Alternative – Project Based Learning, Graphic Organizers, Student Portfolio</p> <p>Benchmark – Teacher generated project or assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources: Digital and Print	Textbooks, Maps, Laptops, Smart Board, Art Supplies – Paper (assorted colors, types (construction tagboard, tissue paper, origami), Crayons, Markers, Paint, Colored Pencils, Glue, Scissors, paint brushes, beads, sequins, glitter, foil, items and paper with different textures, tactile objects, Artists & Art , Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: Visual and Performing Arts	
Performance Expectation	Anchor Standard, Enduring Understanding, Essential Questions, & Practice

<p>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.</p>	<p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Enduring Understandings: 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>Essential Questions: 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>Practice: Explore</p>
<p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p>	<p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Enduring Understandings: 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>Essential 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>Practice: Investigate</p>

<p>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.</p> <p>1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p>	<p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Enduring Understandings: 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.</p> <p>Essential Questions: 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?</p> <p>Practice: Perceive</p>
<p>1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</p>	<p>Anchor Standard 9: Applying criteria to evaluate products.</p> <p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>Essential Questions: 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?</p> <p>Practice: Analyze</p>
<p>1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.</p>	<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Enduring Understanding: Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</p> <p>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?</p> <p>Practice: Synthesize</p>
<p>Visual and Performing Art Artistic Processes and Practices</p>	

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. There are subtle differences in the practices that reflect the nuances of each of the respective arts disciplines.

Visual and Performing Art Artistic Processes and Practices

- Creating
- Performing (dance, music, theatre)/Presenting (visual arts)/Producing (media arts)
- Responding
- Connecting

NJ: 2016 SLS: English Language Arts

- RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- 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.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a. Print all upper- and lowercase letters.
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- 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.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2020 SLS: Computer Science & Design Thinking

Core Ideas	NJSLS Performance Expectations (By the end of 2nd Grade)
Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).	8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	8.1.2.AP.4: Break down a task into a sequence of steps.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

Core Ideas	NJSLS Performance Expectations (By the end of 2nd Grade)
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There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
Interdisciplinary Connections	
<ul style="list-style-type: none"> • Civic Response 	

Unit Title	Form
Unit Duration	6 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn about forms and objects.</i>
Unit Goals	
Essential Questions	What makes something three-dimensional? How might an artist use a three-dimensional form in their work? What is sculpture?
Enduring Understandings	Forms are all around us. As an artist we use form to create art.
Learning Outcomes	Identify the basic art element of form. Create art with form. Identify 3D geometric forms (cubes, pyramids, spheres, cylinders, prisms, etc.) Explore different ways to create three-dimensional forms using various media.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics
Summative	Projects, Tests, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessment
Alternative and Benchmark	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources: Digital and Print	Textbooks, Maps, Laptops, Smart Board, Art Supplies – Paper (assorted colors, types (construction tagboard, tissue paper, origami), Crayons, Markers, Paint, Colored Pencils, Glue, Scissors, paint brushes, beads, sequins, glitter, foil, Artists & Art Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: Visual and Performing Arts	
1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play	Anchor Standard 1: Generating and conceptualizing ideas. Enduring Understandings: 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. Essential Questions: What conditions, attitudes, and behaviors support creativity and

to brainstorming, to solve art and design problems.	<p>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>Practice: Explore</p> <p>Performance Expectations:</p>
<p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p>	<p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Enduring Understandings: 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>Essential 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>Practice: Investigate</p>
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.	<p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Enduring Understandings: 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.</p> <p>Essential Questions: How do life experiences influence the way you relate to art? How</p>

1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.	<p>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?</p> <p>Practice: Perceive</p>
1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.	<p>Anchor Standard 9: Applying criteria to evaluate products.</p> <p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>Essential Questions: 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?</p> <p>Practice: Analyze</p>
1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.	<p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</p> <p>Enduring Understanding: People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</p> <p>Essential Questions: 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?</p> <p>Practice: Relate</p>
Visual and Performing Art Artistic Processes and Practices	
<p>The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. There are subtle differences in the practices that reflect the nuances of each of the respective arts disciplines.</p>	
Visual and Performing Art Artistic Processes and Practices	<ul style="list-style-type: none"> • Creating • Performing (dance, music, theatre)/Presenting (visual arts)/Producing (media arts)

- Responding
- Connecting

NJ: 2016 SLS: English Language Arts

- RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- 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.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a. Print all upper- and lowercase letters.
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- 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.

- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2020 SLS: Computer Science & Design Thinking

Core Ideas	NJSLS Performance Expectations (By the end of 2nd Grade)
Data can be used to make predictions about the world.	<ul style="list-style-type: none"> • 8.1.2.DA.3: Identify and describe patterns in data visualizations.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

Core Ideas	NJSLS Performance Expectations (By the end of 2nd Grade)
There are actions an individual can take to help make this world a better place.	<ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
There are ways to keep the things we value safely at home and other places.	<ul style="list-style-type: none"> • 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Interdisciplinary Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving • Creativity and Innovation
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Unit Title	Space
Unit Duration	6 Weeks
Unit Summary & Rationale	<i>In this unit, students will explore how space is important in creating art.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Are objects in your artwork close together or far apart? • Where is the center/ edge/ top/ bottom of your artwork? • How might you arrange your shapes, lines, textures, colors, forms in your space?
Enduring Understandings	<ul style="list-style-type: none"> • Students will be able to describe the distance between objects in their art. • Students will be able to make decisions independently about object placement in their artwork (close together, far apart, etc.)
Learning Outcomes	<ul style="list-style-type: none"> • Describe the distance between objects in their art. • Identify objects in an artwork based on location (top, bottom, center, etc). • Career Exploration – Students will examine careers in art and that utilize the elements of art.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics
Summative	Projects, Tests, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessment

Alternative and Benchmark	<p>Alternative – Project Based Learning, Graphic Organizers, Student Portfolio of work</p> <p>Benchmark – Teacher generated project or assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources: Digital and Print	<p>Textbooks, Maps, Laptops, Smart Board, Art Supplies – Paper (assorted colors, types (construction tagboard, tissue paper, origami), Crayons, Markers, Paint, Colored Pencils, Glue, Scissors, paint brushes, beads, sequins, glitter, foil, Artists & Art</p> <p>Approved Class Resource List</p>
Content & Interdisciplinary Standards	
NJ 2020 SLS: Visual and Performing Arts	
Performance Expectation	Anchor Standard, Enduring Understanding, Essential Questions, & Practice
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.	<p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Enduring Understandings: 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>Essential Questions: 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>Practice: Explore</p>

<p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p>	<p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Enduring Understandings: 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>Essential 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>Practice: Investigate</p>
<p>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.</p>	<p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation.</p> <p>Essential Questions: 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?</p> <p>Practice: Analyze</p>
<p>1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic</p>	<p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Enduring Understandings: 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</p>

<p>characteristics within both the natural and constructed world.</p> <p>1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p>	<p>responses to the world.</p> <p>Essential Questions: 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?</p> <p>Practice: Perceive</p>
<p>1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</p>	<p>Anchor Standard 9: Applying criteria to evaluate products.</p> <p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>Essential Questions: 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?</p> <p>Practice: Analyze</p>
<p>1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.</p>	<p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</p> <p>Enduring Understanding: People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</p> <p>Essential Questions: 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?</p> <p>Practice: Relate</p>
<p>Visual and Performing Art Artistic Processes and Practices</p>	
<p>The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. There are subtle differences in the practices that reflect the nuances of each of the respective arts disciplines.</p>	

Visual and Performing Art Artistic Processes and Practices	<ul style="list-style-type: none"> • Creating • Performing (dance, music, theatre)/Presenting (visual arts)/Producing (media arts) • Responding • Connecting
NJ: 2016 SLS: English Language Arts	
<ul style="list-style-type: none"> • RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). • RI.K.2. With prompting and support, identify the main topic and retell key details of a text. • 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.6. Speak audibly and express thoughts, feelings, and ideas clearly. • L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. • RI.1.1. Ask and answer questions about key details in a text. • RI.1.2. Identify the main topic and retell key details of a text. • W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.1.1a. Print all upper- and lowercase letters. • L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). • RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion. 	

- 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.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2020 SLS: Computer Science & Design Thinking

Core Ideas	NJSLS Performance Expectations (By the end of 2nd Grade)
Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).	<ul style="list-style-type: none"> • 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	<ul style="list-style-type: none"> • 8.1.2.AP.4: Break down a task into a sequence of steps.
Data can be used to make predictions about the world.	<ul style="list-style-type: none"> • 8.1.2.DA.3: Identify and describe patterns in data visualizations.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

Core Ideas	NJSLS Performance Expectations (By the end of 2nd Grade)
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There are actions an individual can take to help make this world a better place.	<ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	<ul style="list-style-type: none"> 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
Brainstorming can create new, innovative ideas.	<ul style="list-style-type: none"> 9.4.2.CI.1: Demonstrate openness to new ideas and perspective 9.4.2.CI.2: Demonstrate originality and inventiveness in work
Individuals from different cultures may have different points of view and experiences.	<ul style="list-style-type: none"> 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).
Interdisciplinary / 21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> Critical thinking & Problem Solving Global and Cultural Awareness Creativity and Innovation

Accommodations & Modifications
Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

<p>Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p>Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p>Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p>Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p>Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p>Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda
<p>ELL, Enrichment, Gifted & Talented Strategies</p>		
<p>Accommodations Based on Students' Individual Needs</p> <p>ELL Strategies</p> <ul style="list-style-type: none"> • Provide explicit, systematic instruction in vocabulary. • Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement. • Expose ELLs to rich language input. • Scaffolding for ELLs language learning. 		

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum

- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.