

Ocean Academy Charter School
Curriculum Guide
Grade 7 - Art



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL 7th Grade Visual Performing Arts Curriculum	
Content Area: Visual and Performing Arts.	
Course Title: 7th grade Visual Arts	
Grade Level: 7th grade	
Unit Title	Pacing Guide in Days
Unit Plan 1:- Principles of Design	20 days spiraled through the 45 day rotation
Unit Plan 2: - Genres of Art	15 days
Unit Plan 3: - Drawing	7 days
Unit Plan 4 - Artist studies	3 days spiraled throughout the 45 day rotation.

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: 7th grade Visual Arts	
Unit 1 Title: Principles of design	Duration: 20
Target Course/Grade Level: 7th grade - One Marking period- 45 days	
Introduction/Unit 1 Focus:	
<p>In this unit, students will deepen their understanding of the Principles of Design and learn how these principles influence the creation of artwork. They will explore each Principle of Design in</p>	

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detail, discovering how balance, contrast, emphasis, movement, pattern, rhythm, and unity work together to make compositions visually interesting and meaningful. Through careful observation and investigation, students will study examples from a variety of artists and styles, recognizing how these principles appear in different types of artwork.

Students will have opportunities to experiment with a wide range of artistic materials and media, allowing them to apply the Principles of Design in their own creative work. As they practice, they will develop their unique artistic style while aiming for quality and excellence in their projects. Instruction will include teacher demonstrations, educational videos, and guided discussions, providing students with multiple ways to understand and incorporate design principles effectively.

Throughout the unit, students will be encouraged to reflect on their choices, making thoughtful decisions about how to use the Principles of Design to enhance their compositions. They will share their learning by submitting finished pieces that clearly demonstrate their application of these principles. This process will help students build confidence in their artistic abilities and prepare them to use design principles intentionally in future artworks.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

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Practices for Visual and Performing Arts			
Creating: Explore Investigate Reflect	Performing: Select Analyze Share	Responding: Analyze interpret	Connecting: relate
Unit 1 Focus Standards (Major Standards)			
Anchor Standards?Core Ideas	Performance Expectations (Identified with Standard number and statement)		
Anchor Standard 1: Generating and conceptualizing Ideas	1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the process in traditional or new media. 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.2.8. Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototype with increased proficiency, divergent thinking, and opportunity for student choice. 1.2.8. Cr. 1b Organize and design artistic ideas for media arts productions.		
Anchor Standard 2: Organizing and developing ideas.	1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.		
Anchor Standards 3: Refining and completing products.	1.5.8.Cr3a Use criteria to examine, reflect on a plan, revisions for a work of art, and create an artistic statement.		
Anchor Standards 4: Selecting, analyzing and interpreting work.	1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of technology. Evaluate a collection or presentation based on this criterion.		
Anchor Standards 5: Developing and refining techniques and models or steps needed to create products.	1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.		

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Anchor Standards 6: Conveying meanings through art.	1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	1.5.8.Cn10: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

Unit 1 New Jersey Student Learning Standards: Interdisciplinary Connections -

7.G.A. Draw, construct, and describe geometrical figures and describe the relationships between them

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
2. Draw (with technology, with ruler and protractor, as well as freehand) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 1 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

Disciplinary Concepts-
Civic Financial Responsibility(9.1)
Career Awareness and Planning(9.2)

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Creativity and Innovation (9.4)	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Individuals can use their talents, resources and abilities to give back.	<ul style="list-style-type: none"> ● 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
There are a variety of resources available to help navigate the career playing process.	<ul style="list-style-type: none"> ● 9.2.8.CAP.10: Evaluate How careers have evolved regionally, nationally, and globally. ● 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
Gathering and evaluating knowledge and information from a variety of sources including global perspectives, fosters creativity and innovative thinking.	<ul style="list-style-type: none"> ● 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9. 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). ● 9.4.8.CI.3: Repurpose an existing resource in an innovative wa (e.g, 2.1.8.SsH, 6.1.8.CivicsPD.2) ● 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
Unit 1 New Jersey Student Learning Standards: Computer Science and Design Thinking	
Disciplinary Concept Computer Systems Impact of Computing Data Analysis	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The study of human-computer interaction can improve the design of devices and extend the abilities of humans.	<ul style="list-style-type: none"> ● 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices
Troubleshooting a problem is more effective when knowledge of the	<ul style="list-style-type: none"> ● 8.1.8.CS4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

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<p>specific device along with a systematic process is used to identify the source of a problem.</p>	
<p>Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.</p>	<ul style="list-style-type: none"> • 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. • 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
<p>People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.</p>	<ul style="list-style-type: none"> • 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

<p style="text-align: center;">New Jersey Student Learning Standards: Climate Change Mandate</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</p>	<p>1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.</p>

Unit 1 Knowledge and Skills

Unit 1 Learning Targets (Objectives)

- Identify and explain the seven Principles of Design—balance, contrast, emphasis, movement, pattern, rhythm, and unity—by studying images, taking notes, and watching instructional videos.
- Apply the Principles of Design thoughtfully in their own artwork to create more balanced and visually engaging compositions.
- Recognize how using design principles can help create artwork that feels more complete and cohesive.

Unit 1 Enduring Understandings

Students will know...

- Creativity and innovative thinking are important skills that can be developed through practice. Artists and designers often explore traditions, either following or challenging them, in pursuit of creative goals.
- Media arts draw from imagination and creative processes to transform ideas and concepts into meaningful artistic expressions.
- Artists and designers experiment with different materials, structures, concepts, and media, balancing creative freedom with responsibility and safety while making art.
- Developing artistic excellence involves continuous reflection, practice, constructive critique, and refining work over time.
- The combination and refinement of aesthetic elements and design principles give artwork purpose, meaning, and artistic quality.
- Artists, curators, and others carefully consider many factors, including evolving technologies, when preparing and preserving artworks for display or long-term care.
- Artworks, artifacts, and objects presented in museums or other venues carry social, cultural, and political significance that cultivates appreciation and understanding.
- Engaging with art increases individual awareness and empathy, helping people understand themselves, others, and the world around them.
- People gain insight into the meaning of artworks by analyzing their form, context, and personal experience, often using art criticism.
- Creating art allows people to explore culture, personal perceptions, and experiences, making meaning through artistic expression.

Unit 1 Essential Questions

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- What attitudes and behaviors encourage creativity and taking risks in art? How does working with others expand creative possibilities?
- Why do artists sometimes follow or break from artistic traditions? How do they decide what resources and criteria are important in their work?
- How do artists and media artists develop ideas and artistic intent? How do they know if their choices are effective, and what role does trial and error play?
- What responsibilities do artists have in caring for their tools, materials, and the environment? Why is safety important when creating art?
- How do objects, places, and design shape our communities and lives? How do artists communicate through their work effectively?
- How do artists improve and refine their work through persistence and feedback? How does reflecting collaboratively deepen our experience of art?
- How do media artists use different tools and techniques to solve creative problems and innovate?
- What methods are used to prepare and preserve artworks for presentation? How does the refinement of artwork change its impact on viewers?
- How do museums and other venues influence how we understand and appreciate art? What roles do time, place, and audience play in presenting artworks?
- How do our personal experiences shape the way we interpret and respond to art? How does learning about art influence how we see the world?
- What is the value of art criticism? How can understanding art vocabulary help us “read” artworks as meaningful texts?
- How does creating art enrich our lives and deepen our awareness of the world and community around us?

Unit 1 Instructional Plan

Suggested Activities

- Create a poster that shows examples of all seven principles of design.
- Draw a carousel animal. Then incorporate the use of patterns and color. (Carousel Animals) zentangle patterns
- Draw a picture that shows depth using overlapping, such as tracing an object many times throughout one composition.
- Creating space with 3-D objects. Students make their names 3-D
- Students create an 8 picture composition that shows something that moves or changes over time.

Videos of Elements of Art

Unit 1 Evidence of Student Learning

Formative:

- Observation
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Notebook Checks
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment

Summative:

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects

Benchmark:

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Performance Tasks

- Students will create a portfolio to showcase all concepts learned.

Unit 1 Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
- Provide visuals, step-by-step demonstrations, and clear written directions.
- Use graphic organizers or checklists to plan projects.
- Pre-teach and review art vocabulary and techniques.
- Provide simplified instructions and models when needed.
- Offer small-group or one-on-one instruction.
- Assign supportive peer partners for group work or critiques.
- Provide preferential seating.
- Allow extra time to complete projects and assessments.

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- Accept oral or visual responses in place of extended writing.
 - Break down complex projects into smaller steps with checkpoints.
 - Provide adapted or alternative tools (e.g., ergonomic brushes, digital design software).
 - Allow use of scribes, voice-to-text, or communication devices.
-

Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for projects and assessments.
 - Offer small-group or quiet working spaces.
 - Provide preferential seating.
 - Accept oral, dictated, or digital responses.
 - Provide adapted art tools and assistive technology.
 - Allow use of communication devices when required.
-

Students at Risk of School Failure

- Provide visuals, demonstrations, and outlines for multi-step projects.
 - Pre-teach and reinforce vocabulary and concepts.
 - Provide structured project checklists and frequent teacher feedback.
 - Break down larger assignments into smaller, manageable tasks.
 - Assign peer support when appropriate.
 - Provide preferential seating and clear routines.
 - Connect projects to real-life or cultural examples to increase engagement.
 - Celebrate effort and process, not just final product.
-

Gifted and Talented

- Encourage independent investigations and advanced projects.
 - Provide opportunities for experimentation with diverse media (digital, sculpture, mixed media).
 - Use open-ended, higher-order questioning during critiques and reflections.
 - Encourage leadership roles (facilitating peer critiques, mentoring younger students).
 - Provide enrichment through research on art history, artists, and cultural influences.
 - Incorporate project-based learning, debates, or design challenges.
 - Allow choice and flexibility in project themes, materials, and presentation formats.
 - Encourage students to develop portfolios or exhibit work publicly.
-

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Multilingual Learners

- Collaborate with ESL/MLL teachers.
- Provide visuals, labeled diagrams, and step-by-step illustrated instructions.
- Pre-teach vocabulary using pictures, realia, and cognates when available.
- Use sentence frames and discussion stems for critiques (e.g., “I notice ____,” “The artist shows __ by __”).
- Scaffold writing tasks with templates for artist statements or reflections.
- Allow oral presentations or visual explanations instead of extended writing.
- Provide extended time for projects and critiques.
- Use captioned videos, translation tools, or bilingual glossaries.

Diversity and Inclusion

- Highlight diverse artists, cultures, and perspectives in lessons and projects.
- Provide alternative project formats that respect students’ cultural and personal identities.
- Use visuals, timelines, and multimedia resources alongside text.
- Establish inclusive norms for critiques and discussions (respectful, supportive).
- Avoid slang and idioms; use precise academic/art vocabulary.
- Encourage family and community involvement in art showcases or projects.
- Provide sufficient wait time for responses and participation.
- Create a safe, structured, and inclusive classroom climate that values all voices.

Unit 1 Supplemental Resources

- LGBTQ plus Resources
- Individuals with disabilities Resources
- School databases
- Multimedia Resources
- Printers and Computers
- Online Resources and videos
- [Amistad Commission](#)
- [Holocaust Commission](#)
- Interactive Projector
- Rubrics

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show

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empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

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Unit 2 Overview

Content Area: 7th grade Visual Arts

Unit 2 Title: Genres of Art

Duration: 15 days

Target Course/Grade Level: 7th grade

Introduction/Unit 2 Focus:

In this unit, students will explore and investigate a variety of important art genres that have shaped the world of visual arts. They will learn about six key genres: Realism, Impressionism, Cubism, Abstract, Surrealism, and Fauvism. For each genre, students will study important characteristics, examine famous artworks, and learn about well-known artists who contributed to these styles. This will include taking notes, analyzing images, and understanding the historical and cultural contexts behind each genre.

Throughout the unit, students will also practice their drawing skills by creating one artwork inspired by each of the six genres. This hands-on approach will help them experience firsthand the techniques and ideas that define each style. By experimenting with these different artistic approaches, students will gain a deeper appreciation for the diversity and creativity found in art.

At the end of the unit, students will have the opportunity to select one art genre that inspires them the most. They will then create a passion project, applying what they have learned to produce an original piece of artwork that reflects their personal interests and artistic growth. This project will encourage students to express their creativity and develop their individual style, while also demonstrating their understanding of the genre they have chosen.

Disciplinary Concepts

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Practices for Visual and Performing Arts

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Unit 2 Focus Standards (Major Standards)

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	1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
Anchor Standards 3: Refining and completing products. Anchor Standards 5 : Developing and refining techniques and models or steps needed to create products.	1.5.8.Cr3a: Use criteria to examine, reflect on plan revisions for a work of art, and create an artistic statement. 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
Anchor Standards 8: Interpreting intent and meaning	1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristic of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
Anchor Standards 9: Applying criteria to evaluate products.	1.5.8Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
Anchor Standards10: Synthesizing and relating knowledge and personal experiences to create products.	1.5.8.Cn10: Generate ideas to make art individually or collaboratively to positively reflect a group’s identity.

Unit 2 New Jersey Student Learning Standards: Interdisciplinary Connections -

- 7.G.A. Draw, construct, and describe geometrical figures and describe the relationships between them
4. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
 5. Draw (with technology, with ruler and protractor, as well as freehand) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
 6. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

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teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- E. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- F. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- G. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- H. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Individuals can use their talents, resources and abilities to give back.	<ul style="list-style-type: none"> ● 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
There are a variety of resources available to help navigate the career playing process.	<ul style="list-style-type: none"> ● 9.2.8.CAP.10: Evaluate How careers have evolved regionally, nationally, and globally. ● 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
Gathering and evaluating knowledge and information from a variety of sources including global perspectives, fosters creativity and innovative thinking.	<ul style="list-style-type: none"> ● 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determined how the data can best be used to design multiple potential solutions (e.g., RI.7.9. 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). ● 9.4.8.CI.3: Repurpose an existing resource in an innovative wa (e.g, 2.1.8.SsH, 6.1.8.CivicsPD.2) ● 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Unit 2 New Jersey Student Learning Standards: Computer Science and Design Thinking

Disciplinary Concept
Computer Systems
Impact of Computing
Data Analysis

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Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The study of human-computer interaction can improve the design of devices and extend the abilities of humans.	8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices
Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.	8.1.8.CS4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

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New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

Unit 2 Knowledge and Skills
<p>Unit 2 Learning Targets (Objectives) Students will be able to...</p> <ul style="list-style-type: none"> ● Identify six different art genres: Realism, Impressionism, Cubism, Abstract, Surrealism, and Fauvism. ● Recognize and classify these genres by analyzing images and naming artists associated with each style. ● Choose an object and create drawings in each genre using various art media to demonstrate their understanding of the unique characteristics of each style. ● Present and share their completed genre-based projects with the class, explaining their artistic choices and discoveries.
<p>Unit 2 Enduring Understandings Students will know...</p> <ul style="list-style-type: none"> ● Media artists develop creative ideas by planning, organizing, and using imagination to transform concepts into artistic expression. ● Creating meaningful artwork involves the integration and refinement of aesthetic elements, principles, and artistic processes that contribute to quality and purpose. ● Evaluating and critiquing artworks are essential skills that help artists appreciate, understand, and improve media art. ● Interpretation of artwork requires attention to form, context, and personal experience, which reveal the artist's intent.

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- Artists and curators use a variety of methods, criteria, and presentation techniques to select and preserve artworks, considering their cultural and historical significance.
- Through art-making, individuals explore and deepen their awareness of culture, history, and personal experiences.

Unit 2 Essential Questions

- How do artists generate ideas and develop artistic intent? How does collaboration enhance creativity and encourage taking risks?
- What attitudes and environments best support creativity and innovation? What challenges might prevent people from taking creative risks?
- How do artists experiment and learn from trial and error to determine the effectiveness of their work?
- Why is it important for artists to handle tools and materials safely? What responsibilities come with the freedom to create?
- How do artists and designers decide on goals when creating or redesigning objects, spaces, or artworks that communicate effectively?
- How do we analyze, interpret, and respond to media artworks? How does knowing art vocabulary help us “read” and understand artworks as texts?
- What criteria do we use to evaluate artworks, and how do personal preferences differ from formal evaluations?
- How does engaging in art-making enrich individuals and communities by increasing awareness of the world and ourselves?
- How are artworks cared for and selected for presentation or preservation? What factors influence these decisions?
- How do time, place, audience, and context influence the way artworks are shared, presented, or distributed?

Unit 2 Instructional Plan

Students will be introduced to six different types of genres of art; Realism, Impressionism, Cubism, Abstract Surrealism and Fauvism. Every few days a new genre will be introduced to the class. The students will be given notes that include an image of that genre, an artist whose work reflects the genre, and an explanation of what the genre characteristics are. The students will then draw an apple using various media to show that genre. After all six genres have been explored, students will share their work by displaying them as one giant project. Artists studied will be Marc Chagall, Pablo Picasso, Henri Matisse, Leonardo Da Vinci, Monet and Kandinsky.

Unit 2 Evidence of Student Learning

Formative:

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- Observation
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Notebook Checks
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment

Summative:

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects

Benchmark:

- Pre-test
- Post- test
-

Alternative:

- Portfolio Project
- Modified assignments

Performance Task

- Students will present a portfolio of artwork showing concepts learned.

Unit 2 Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
- Provide visuals, step-by-step demonstrations, and clear written directions.
- Use graphic organizers or checklists to plan projects.
- Pre-teach and review art vocabulary and techniques.
- Provide simplified instructions and models when needed.
- Offer small-group or one-on-one instruction.
- Assign supportive peer partners for group work or critiques.

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- Provide preferential seating.
 - Allow extra time to complete projects and assessments.
 - Accept oral or visual responses in place of extended writing.
 - Break down complex projects into smaller steps with checkpoints.
 - Provide adapted or alternative tools (e.g., ergonomic brushes, digital design software).
 - Allow use of scribes, voice-to-text, or communication devices.
-

Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for projects and assessments.
 - Offer small-group or quiet working spaces.
 - Provide preferential seating.
 - Accept oral, dictated, or digital responses.
 - Provide adapted art tools and assistive technology.
 - Allow use of communication devices when required.
-

Students at Risk of School Failure

- Provide visuals, demonstrations, and outlines for multi-step projects.
 - Pre-teach and reinforce vocabulary and concepts.
 - Provide structured project checklists and frequent teacher feedback.
 - Break down larger assignments into smaller, manageable tasks.
 - Assign peer support when appropriate.
 - Provide preferential seating and clear routines.
 - Connect projects to real-life or cultural examples to increase engagement.
 - Celebrate effort and process, not just final product.
-

Gifted and Talented

- Encourage independent investigations and advanced projects.
- Provide opportunities for experimentation with diverse media (digital, sculpture, mixed media).
- Use open-ended, higher-order questioning during critiques and reflections.
- Encourage leadership roles (facilitating peer critiques, mentoring younger students).
- Provide enrichment through research on art history, artists, and cultural influences.
- Incorporate project-based learning, debates, or design challenges.
- Allow choice and flexibility in project themes, materials, and presentation formats.
- Encourage students to develop portfolios or exhibit work publicly.

Multilingual Learners

- Collaborate with ESL/MLL teachers.
- Provide visuals, labeled diagrams, and step-by-step illustrated instructions.
- Pre-teach vocabulary using pictures, realia, and cognates when available.
- Use sentence frames and discussion stems for critiques (e.g., “I notice ____,” “The artist shows __ by __”).
- Scaffold writing tasks with templates for artist statements or reflections.
- Allow oral presentations or visual explanations instead of extended writing.
- Provide extended time for projects and critiques.
- Use captioned videos, translation tools, or bilingual glossaries.

Diversity and Inclusion

- Highlight diverse artists, cultures, and perspectives in lessons and projects.
- Provide alternative project formats that respect students’ cultural and personal identities.
- Use visuals, timelines, and multimedia resources alongside text.
- Establish inclusive norms for critiques and discussions (respectful, supportive).
- Avoid slang and idioms; use precise academic/art vocabulary.
- Encourage family and community involvement in art showcases or projects.
- Provide sufficient wait time for responses and participation.
- Create a safe, structured, and inclusive classroom climate that values all voices.

Unit 2 Supplemental Resources

- LGBTQ plus Resources
- Individuals with disabilities Resources
- School databases
- Multimedia Resources
- Printers and Computers
- Online Resources and videos
- [Amistad Commission](#)
- [Holocaust Commission](#)
- Interactive Projector
- Rubrics

Social and Emotional Learning New Jersey SEL

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Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

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OCEAN ACADEMY CHARTER SCHOOL	
Unit 3 Overview	
Content Area: Visual Arts	
Unit 3 Title: Sketching	Duration: 7 days
Target Course/Grade Level: 7th grade	
Introduction/Unit 3 Focus:	
<p>In this unit, students will develop a personal sketchbook filled with drawings that reflect a variety of themes and topics that interest them. This sketchbook will serve as both a creative outlet and a learning tool, helping students build their drawing skills over time. Through a series of guided exercises and independent studies, students will explore a range of traditional drawing media including pencil, charcoal, and pen. They will experiment with each material to discover how different tools can impact texture, tone, and overall expression within their artwork.</p> <p>A major focus of this unit will be on the element of art known as value, the lightness or darkness of a color. Students will learn how to create depth and form in their drawings by using shading techniques such as hatching, cross-hatching, stippling, and blending. They will apply this knowledge to their compositions to develop more realistic and visually compelling pieces.</p> <p>To support their technical growth, students will be introduced to the gridding method, a drawing technique that helps maintain correct proportions and placement of elements within a composition. This method encourages precision and is particularly helpful when working from photographs or observational references. Students will practice applying grids to their work to improve the accuracy of their drawings and build confidence in their ability to draw more complex subjects.</p> <p>Throughout the unit, students will reflect on their progress, make adjustments to their work, and learn to discuss their artistic choices. At the end of the unit, they will compile their sketchbook drawings into a digital slideshow presentation, where they will showcase their favorite pieces and explain their artistic process and discoveries. This project encourages ownership, experimentation, and the development of a personal style, while also deepening their understanding of core drawing principles and the importance of value in visual art.</p>	
Disciplinary Concepts for the Unit:	

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Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion,

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tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;

(2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and

(3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Practices for Visual and Performing Arts

Creating: Explore	Performing: Select Analyze Share	Responding Perceive Analyze Interpret	Connecting: Relate
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Unit 3 Focus Standards (Major Standards) <https://www.nj.gov/education/https://www.nj.gov/education/cccs/2020/2020%20NJSLs-VPA.pdf>

Anchor Standards	Performance Expectations (Identified with Standard number and statement)
Anchor Standard 1: Generating and conceptualizing Ideas	1.5.8.Crla: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the process in traditional or new media.

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	<p>1.2.8. Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototype with increased proficiency, divergent thinking, and opportunity for student choice.</p> <p>1.2.8. Cr. 1b Organize and design artistic ideas for media arts productions.</p>
Anchor Standard 2: Organizing and developing ideas.	<p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p>
Anchor Standards 3: Refining and completing products.	<p>1.5.8.Cr3a Use criteria to examine, reflect on a plan, revisions for a work of art, and create an artistic statement.</p> <p>1.2.8.Cr1a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.</p>
Anchor Standards 8: Interpreting intent and meaning	<p>1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristic of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p>
Anchor Standards 10: Synthesizing and relating knowledge and personal experiences to create products.	<p>1.5.8.Cn10: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.</p>

Unit 3 New Jersey Student Learning Standards: Interdisciplinary Connections -

- 7.G.A. Draw, construct, and describe geometrical figures and describe the relationships between them
7. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
 8. Draw (with technology, with ruler and protractor, as well as freehand) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
 9. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

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<p>SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> I. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. J. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. K. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. L. Acknowledge new information expressed by others and, when warranted, modify their own views. 	
<p>SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
There are a variety of resources available to help navigate the career playing process.	<ul style="list-style-type: none"> ● 9.2.8.CAP.10: Evaluate How careers have evolved regionally, nationally, and globally. ● 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
Individuals can use their talents, resources and abilities to give back.	<ul style="list-style-type: none"> ● 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
Gathering and evaluating knowledge and information from a variety of sources including global perspectives, fosters creativity and innovative thinking.	<ul style="list-style-type: none"> ● 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determined how the data can best be used to design multiple potential solutions (e.g., RI.7.9. 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). ● 9.4.8.CI.3: Repurpose an existing resource in an innovative wa (e.g, 2.1.8.SsH, 6.1.8.CivicsPD.2) ● 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
Unit 3 New Jersey Student Learning Standards: Computer Science and Design Thinking	
Disciplinary Concept Computer Systems	

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Impact of Computing Data Analysis	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The study of human-computer interaction can improve the design of devices and extend the abilities of humans.	8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices
Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.	8.1.8.CS4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

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Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

Unit 3 Knowledge and Skills
<p>Unit 3 Learning Targets (Objectives) Students will be able to...</p> <ul style="list-style-type: none"> ● Use a ruler accurately to measure and draw a grid on paper to guide proportion in their artwork. ● Understand that applying a grid system helps artists maintain correct proportions and improve drawing accuracy. ● Create original drawings of various subjects using the gridding method. ● Apply different drawing media, such as pencil and charcoal, to enhance detail, shading, and contrast in their artwork. ● Navigate digital resources on their Chromebooks to research reference images, drawing styles, and techniques.
<p>Unit 3 Enduring Understandings Students will know...</p> <ul style="list-style-type: none"> ● Artists and designers use imagination, reference materials, and creative processes to transform ideas into visual expression. ● Drawing techniques like gridding, when paired with thoughtful media choices, can help communicate meaning and intent in artwork. ● Successful artworks are created through the integration and refinement of artistic principles, techniques, and aesthetic decisions. ● Evaluating, analyzing, and critiquing artwork deepens understanding and supports artistic growth. ● The ability to interpret and appreciate art involves considering form, context, and personal experience.

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- Artists develop visual communication skills through planning, experimenting, reflecting, and improving their work over time.
- Artistic creation is influenced by culture, personal experiences, and awareness of the world around us.
- Presenting and curating artwork involves selecting and preparing pieces with thoughtful consideration for audience, technique, and purpose.

Unit 3 Essential Questions

- How does collaboration, experimentation, and understanding art traditions support creative thinking and innovation in the arts?
- What factors help or hinder creative risk-taking? Why do artists sometimes choose to break from tradition?
- How do artists and media creators decide if a technique, direction, or concept is effective? What role does experimentation and trial and error play in refining artwork?
- How can an artwork convey clear artistic intent, purpose, and meaning? What strategies help artists refine their work to communicate more effectively?
- What role does critique play in helping artists improve? How do artists grow through feedback and reflection on their creative process?
- How do we analyze and interpret art using specific vocabulary and critical thinking skills? What can our responses to artwork teach us about ourselves and others? How does art connect to real life, society, and community? How does the act of creating art increase awareness of our surroundings and shared experiences?
- How do we judge or evaluate a work of art fairly? What’s the difference between personal preference and critical evaluation? What criteria can we use to assess artistic quality?
- How does art criticism help us better understand artwork? What tools or vocabulary can we use to “read” and interpret what we see in a piece of art?

Unit 3 Instructional Plan

Students will be introduced to a gridding system as a means for drawing. Students will choose a smaller image that they choose to draw. They will grid the image in a 1 inch grid. Then they will make a larger grid on a scale of 2 inches. The students will redraw the first image onto the larger grid using a pencil. All grid lines will be erased when the final copy is handed in for evaluation.

Unit 3 Evidence of Student Learning

Formative:

- Observation
- Class Participation

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- Think-Pair-Share
- Do-Now
- Notebook Checks
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment

Summative:

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects

Benchmark:

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Performance Task

- Students will create a portfolio demonstrating art concepts earned.

Unit 3 Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
- Provide visuals, step-by-step demonstrations, and clear written directions.
- Use graphic organizers or checklists to plan projects.
- Pre-teach and review art vocabulary and techniques.
- Provide simplified instructions and models when needed.
- Offer small-group or one-on-one instruction.
- Assign supportive peer partners for group work or critiques.
- Provide preferential seating.
- Allow extra time to complete projects and assessments.
- Accept oral or visual responses in place of extended writing.
- Break down complex projects into smaller steps with checkpoints.

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- Provide adapted or alternative tools (e.g., ergonomic brushes, digital design software).
 - Allow use of scribes, voice-to-text, or communication devices.
-

Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for projects and assessments.
 - Offer small-group or quiet working spaces.
 - Provide preferential seating.
 - Accept oral, dictated, or digital responses.
 - Provide adapted art tools and assistive technology.
 - Allow use of communication devices when required.
-

Students at Risk of School Failure

- Provide visuals, demonstrations, and outlines for multi-step projects.
 - Pre-teach and reinforce vocabulary and concepts.
 - Provide structured project checklists and frequent teacher feedback.
 - Break down larger assignments into smaller, manageable tasks.
 - Assign peer support when appropriate.
 - Provide preferential seating and clear routines.
 - Connect projects to real-life or cultural examples to increase engagement.
 - Celebrate effort and process, not just final product.
-

Gifted and Talented

- Encourage independent investigations and advanced projects.
 - Provide opportunities for experimentation with diverse media (digital, sculpture, mixed media).
 - Use open-ended, higher-order questioning during critiques and reflections.
 - Encourage leadership roles (facilitating peer critiques, mentoring younger students).
 - Provide enrichment through research on art history, artists, and cultural influences.
 - Incorporate project-based learning, debates, or design challenges.
 - Allow choice and flexibility in project themes, materials, and presentation formats.
 - Encourage students to develop portfolios or exhibit work publicly.
-

Multilingual Learners

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- Collaborate with ESL/MLL teachers.
 - Provide visuals, labeled diagrams, and step-by-step illustrated instructions.
 - Pre-teach vocabulary using pictures, realia, and cognates when available.
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-

Diversity and Inclusion

- Highlight diverse artists, cultures, and perspectives in lessons and projects.
- Provide alternative project formats that respect students’ cultural and personal identities.
- Use visuals, timelines, and multimedia resources alongside text.
- Establish inclusive norms for critiques and discussions (respectful, supportive).
- Avoid slang and idioms; use precise academic/art vocabulary.
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- Provide sufficient wait time for responses and participation.
- Create a safe, structured, and inclusive classroom climate that values all voices.

Unit 3 Supplemental Resources

- LGBTQ plus Resources
- Individuals with disabilities Resources
- School databases
- Multimedia Resources
- Printers and Computers
- Online Resources and videos
- [Amistad Commission](#)
- [Holocaust Commission](#)
- Interactive Projector
- Rubrics

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

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Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

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- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
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- Recognize and identify the thoughts, feelings and perspectives of others
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NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

OCEAN ACADEMY CHARTER SCHOOL

Unit 4 Overview

Content Area: Visual Arts

Unit 4 Title: Artist Studies 7th grade

Duration: 3 Days
Spiraled through-out

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the semester

Target Course/Grade Level: 7th grade

Introduction/Unit 4 Focus:

In this unit, students will embark on a journey through time and across cultures to explore the work of artists from both the past and present day. They will be introduced to a wide variety of artists, some who shaped major art movements in history, and others who are actively creating in today's global art scene. Through engaging videos, thoughtful note-taking, and class discussions, students will analyze how different artists communicate ideas through their work, and what influences shape their creative choices.

Students will deepen their understanding of why artists choose specific styles, subjects, and materials to express themselves. They will examine how artwork reflects the cultural, historical, and personal contexts in which it was created. This exploration will help students make meaningful comparisons between art from different time periods and geographical locations, identifying how art has evolved while also recognizing timeless themes and techniques that continue to inspire artists today.

In addition to studying artists from around the world, students will also observe what contemporary art looks like in various regions, gaining a global perspective on how art reflects the values, struggles, and innovations of different societies. This knowledge will not only enhance their appreciation of art but also inform and inspire their own creative work as they begin to see themselves as part of a larger artistic tradition.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

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Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

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21st Century Themes and Skills			
<p>“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”</p>			
Practices for Visual and Performing Arts			
Creating: Investigate explore	Performing: Select Analyze share	Responding: Perceive Analyze Interpret	Connecting: relate
Unit 4 Focus Standards (Major Standards) https://www.nj.gov/education/https://www.nj.gov/education/cccs/2020/2020%20NJSLVPA.pdf			
Anchor Standards		Performance Expectations (Identified with Standard number and statement)	
Anchor Standard 1: Generating and conceptualizing Ideas		<p>1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the process in traditional or new media.</p> <p>1.2.8. Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototype with increased proficiency, divergent thinking, and opportunity for student choice.</p> <p>1.2.8. Cr. 1b Organize and design artistic ideas for media arts productions.</p>	
Anchor Standard 2: Organizing and developing ideas.		<p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p>	

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Anchor Standards 3: Refining and completing products.	1.5.8.Cr3a Use criteria to examine, reflect on a plan, revisions for a work of art, and create an artistic statement. 1.2.8.Cra: Experiment with and implement multiple approaches that integrate content and stylistic conventions.
Anchor Standard 8 Interpreting intent and meaning.	1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	1.5.8.Cn10a: Generate ideas to make art individually or collaboratively reflect a group’s identity.
Anchor Standard 4: Selecting, analyzing and interpreting work.	1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theater).
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibitions narratives.
Anchor Standard 6: Conveying meaning through art.	1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and or distribution of media artworks. 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks 1.5.8.Pr6a: Analyze two exhibitions in different venues communicates meaning and influence ideas, beliefs and experiences.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical context to deepen understanding.	1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

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Unit 4 New Jersey Student Learning Standards: Interdisciplinary Connections -

- A. Draw, construct, and describe geometrical figures and describe the relationships between them
10. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
 11. Draw (with technology, with ruler and protractor, as well as freehand) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
 12. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- M. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- N. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- O. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- P. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
There are a variety of resources available to help navigate the career playing process.	<ul style="list-style-type: none"> ● 9.2.8.CAP.10: Evaluate How careers have evolved regionally, nationally, and globally. ● 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
Individuals can use their talents, resources and abilities to give back.	<ul style="list-style-type: none"> ● 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
Gathering and evaluating knowledge and information from a	<ul style="list-style-type: none"> ● 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data

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<p>variety of sources including global perspectives, fosters creativity and innovative thinking.</p>	<p>can best be used to design multiple potential solutions (e.g., RI.7.9. 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</p> <ul style="list-style-type: none"> ● 9.4.8.CI.3: Repurpose an existing resource in an innovative wa (e.g, 2.1.8.SsH, 6.1.8.CivicsPD.2) ● 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
<p>Unit 4 New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u></p>	
<p>Disciplinary Concept Computer Systems Impact of Computing Data Analysis</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>The study of human-computer interaction can improve the design of devices and extend the abilities of humans.</p>	<ul style="list-style-type: none"> ● 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices
<p>Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.</p>	<ul style="list-style-type: none"> ● 8.1.8.CS4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
<p>Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing</p>	<ul style="list-style-type: none"> ● 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. ● 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

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globalization and automation that computing brings.	
People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.	<ul style="list-style-type: none"> 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

Unit 4 Knowledge and Skills

Unit 4 Learning Targets (Objectives)

Students will be able to...

- Identify and describe the unique artistic styles of both historical and contemporary artists through video analysis and text-based resources.
- Recognize how different art movements and artists have influenced one another across time periods and cultures.
- Compare and contrast artwork from different eras, examining how artistic styles have evolved over time.

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- Use digital tools, including Chromebooks, to research artists and view examples of global artwork from both the past and present.
- Incorporate aspects of an artist's style into their own original artwork, reflecting their understanding of different art forms.
- Engage in class discussions and presentations that explore the connections between traditional and modern-day art practices.

Unit 4 Enduring Understandings

Students will know...

- Artists and designers often follow or break from traditions as they explore new creative possibilities and define their own artistic voice.
- Through creating and studying media artworks, people deepen their understanding of culture, history, and personal identity.
- Artistic expression is shaped by imagination, cultural experience, and the context in which it is created.
- Artists make choices in materials, techniques, and presentation methods to communicate ideas and emotions effectively.
- Evaluating and critiquing artwork helps artists grow, refine their work, and better express meaning.
- The process of reflecting on and revising artwork is essential to developing artistic excellence over time.
- Curating and presenting artwork involves careful thought about audience, intent, preservation, and historical relevance.
- Analyzing an artwork's form, meaning, and context helps reveal the artist's expressive purpose.
- Media artists use a variety of tools and resources to develop creative ideas and turn them into unified artistic works.
- Art can preserve history, communicate values, and connect people across different time periods and cultures.

Unit 4 Essential Questions

- What inspires artists to create in different time periods and places? How does knowing the history of art forms influence what we create today?
- In what ways can creative risks be encouraged in an art classroom? What behaviors and attitudes help or hinder innovative thinking?
- How do artists know when a piece of art is finished? What factors help them decide on the direction their work should take?
- Why do artists revise and refine their artwork? How does reflection, critique, and persistence help artists grow over time?

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- How is art used to influence public opinion or represent societal values? What impact can it have on a community?
- What role does technology play in the way we create and experience media artworks today?
- How does engaging in artmaking enrich our understanding of ourselves and the world around us?
- How do people's life experiences influence the way they view and respond to art? What can we learn from our reactions to artwork?
- What methods and criteria do we use to evaluate artwork? How are personal preferences different from critical evaluations?
- What makes an artwork meaningful? How can analyzing form, context, and personal perspective help us interpret a piece of art?
- How do museums and galleries influence the way we understand and value artwork? Why do people collect and preserve art?
- How do artists from different parts of the world express similar or different ideas through their work? How can comparing global artists help us better understand our world?

Unit 4 Instructional Plan

- Students will be introduced to one new artist each week.
- Students will take notes, watch videos and study images from that artist.
- Students will discuss what the intent of the artist is and the effects art has on our culture and society..
- Students will draw small example sketches of the artist's work and put together a sketchbook slideshow of all artists and the sketches at the end of the 45 day class.
- Students will be introduced to a new artist each week. A class discussion will incorporate what style the artist makes, what materials they use, how the artist influences people or other artists, etc. They will watch a video about the artist and then draw a sketch using the ideas and inspirations from that artist.

Unit 4 Evidence of Student Learning

Formative:

- Observation
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Notebook Checks

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- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment

Summative:

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects

Benchmark:

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Performance Tasks

- Students will create a portfolio showing all art concepts learned.

Unit 4 Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
 - Provide visuals, step-by-step demonstrations, and clear written directions.
 - Use graphic organizers or checklists to plan projects.
 - Pre-teach and review art vocabulary and techniques.
 - Provide simplified instructions and models when needed.
 - Offer small-group or one-on-one instruction.
 - Assign supportive peer partners for group work or critiques.
 - Provide preferential seating.
 - Allow extra time to complete projects and assessments.
 - Accept oral or visual responses in place of extended writing.
 - Break down complex projects into smaller steps with checkpoints.
 - Provide adapted or alternative tools (e.g., ergonomic brushes, digital design software).
 - Allow use of scribes, voice-to-text, or communication devices.
-

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Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for projects and assessments.
 - Offer small-group or quiet working spaces.
 - Provide preferential seating.
 - Accept oral, dictated, or digital responses.
 - Provide adapted art tools and assistive technology.
 - Allow use of communication devices when required.
-

Students at Risk of School Failure

- Provide visuals, demonstrations, and outlines for multi-step projects.
 - Pre-teach and reinforce vocabulary and concepts.
 - Provide structured project checklists and frequent teacher feedback.
 - Break down larger assignments into smaller, manageable tasks.
 - Assign peer support when appropriate.
 - Provide preferential seating and clear routines.
 - Connect projects to real-life or cultural examples to increase engagement.
 - Celebrate effort and process, not just final product.
-

Gifted and Talented

- Encourage independent investigations and advanced projects.
 - Provide opportunities for experimentation with diverse media (digital, sculpture, mixed media).
 - Use open-ended, higher-order questioning during critiques and reflections.
 - Encourage leadership roles (facilitating peer critiques, mentoring younger students).
 - Provide enrichment through research on art history, artists, and cultural influences.
 - Incorporate project-based learning, debates, or design challenges.
 - Allow choice and flexibility in project themes, materials, and presentation formats.
 - Encourage students to develop portfolios or exhibit work publicly.
-

Multilingual Learners

- Collaborate with ESL/MLL teachers.
- Provide visuals, labeled diagrams, and step-by-step illustrated instructions.
- Pre-teach vocabulary using pictures, realia, and cognates when available.
- Use sentence frames and discussion stems for critiques (e.g., “I notice ____,” “The artist

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- shows ___ by ___”).
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NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Comments