

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL 8th Grade Art Curriculum	
Content Area: Visual Arts	
Course Title: 8th grade Visual Arts	
Grade Level: 8th	
Unit Title	Pacing Guide in Days
Unit Plan 1: Principles of Design	15 days spiraled throughout the semester
Unit Plan 2: Mixed Media	15 days
Unit Plan 3: Painting	10 days
Unit Plan 4: Artist Studies	5 days

<u>OCEAN ACADEMY CHARTER SCHOOL</u> Unit 1 Overview	
Content Area: Visual Arts	
Unit 1 Title: Principles of Design	Duration: 15 days
Target Course/Grade Level: 8th grade Art	
Introduction/Unit 1 Focus In this unit, Grade 8 students will deepen their understanding of the Principles of Design, which are the building blocks for creating visually compelling and meaningful artwork. Students will study each principle: balance, contrast, emphasis, movement, pattern, rhythm,	

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

and unity to learn how these concepts guide the arrangement and organization of elements within a composition. Through class discussions, teacher demonstrations, and visual examples, students will analyze how professional and student artists use the Principles of Design in a variety of styles and media.

Students will have opportunities to experiment with a wide range of artistic materials, such as paint, collage, ink, and digital tools as they apply these principles to their own creative work. They will be encouraged to explore personal interests and develop their own artistic voice while maintaining an awareness of how design choices affect the overall impact of their compositions.

In addition to hands-on practice, students will use resources such as instructional videos, artist examples, and peer critique to support their learning. They will be asked to reflect on their process and make thoughtful decisions about how to incorporate the principles into their artwork. At the end of the unit, students will demonstrate their understanding by completing a final project that showcases multiple design principles in a cohesive and well-executed composition. This work will be submitted and may also be shared with peers through class presentations or displays, allowing students to communicate their ideas and artistic growth.

Overall, this unit is designed to help students not only recognize the importance of the Principles of Design, but also to use them intentionally as tools to elevate the quality and meaning of their own artwork.

Disciplinary Concepts of 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

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

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.

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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
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Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

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 - Visual and performing Arts

Creating: Explore Investigate Reflect	Performing: Select Analyze Share	Responding: Perceive Analyze Interpret	Connecting: Relate
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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.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. 1.5.8.Crlb: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.2.8. Crla: 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. lb 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.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

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.
Anchor Standards 6: Conveying meanings through art.	1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.
Anchor Standard 7: Perceiving and analyzing products.	1.2.8.Re7b: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
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 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 -

8.G.A. Understand congruence and similarity using physical models, transparencies, or geometry software

1. Verify experimentally the properties of rotations, reflections, and translations:
 - a. Lines are transformed to lines, and line segments to line segments of the same length.
 - b. Angles are transformed to angles of the same measure.
 - c. Parallel lines are transformed to parallel lines.
2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. 5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.	
SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	
Unit 1 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Disciplinary Concepts- Financial Psychology (9.1) Civic Financial Responsibility(9.1) Career Awareness and Planning(9.2) 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.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
Marketing techniques are designed to encourage individuals to purchase	9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

items they may need or want.	9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
There are a variety of resources available to help navigate the career playing process.	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.	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.	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.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

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](#)

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 1 Knowledge and Skills

Unit Learning Targets (Objectives)

Students will be able to...

- Apply their understanding of the Principles of Design by incorporating them into original artwork.
- Use a variety of media—such as paint, collage, or digital tools—to explore and express design principles.
- Practice specific techniques related to each of the Principles of Design through guided activities.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

- Clearly identify which Principles of Design are being used in their work and explain their artistic choices.
- Demonstrate their knowledge by sharing their techniques and final artwork with peers and the teacher.

Unit Enduring Understandings

Students will know...

- Artists and designers refine their work through practice, self-reflection, and constructive critique over time.
- Interpretation and appreciation of artwork requires an understanding of form, personal context, and cultural influences.
- Creativity and innovative thinking are life skills that can be strengthened through artistic exploration.
- The Principles of Design, when thoughtfully integrated, add meaning, purpose, and quality to a piece of art.
- Media artists use personal experiences and cultural contexts to inspire, shape, and communicate artistic ideas.
- Artists often experiment with materials, styles, and processes in both traditional and non-traditional ways to push boundaries.
- Presentation and display of artwork involves thoughtful decisions regarding format, setting, and audience.
- Critiquing and analyzing artwork using appropriate vocabulary helps artists refine their vision and others understand intent.
- Artists and curators consider various technologies, materials, and techniques when preparing artwork for public viewing or preservation.
- Engaging with visual arts deepens appreciation of ourselves, others, and the world around us, enhancing both empathy and understanding.
- Artists and media creators make intentional decisions about how and where to share their work based on social, cultural, or political considerations.

Unit Essential Questions

- How do artists generate ideas and decide on the direction of their work? How does collaboration influence creativity and risk-taking in the art-making process?
- What tools, techniques, and processes help artists express meaning and intent in their artwork? How do artists use experimentation and revision to improve their work?
- What conditions and mindsets support creativity? How do personal and cultural experiences shape an artist's perspective?
- At what point is an artwork considered "complete"? What factors influence decisions around the display, preservation, or curation of art?

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

- How do artists determine which Principles of Design are most effective in communicating their message? What role does refining a piece play in shaping the viewer's experience?
- How do museums and galleries influence public understanding and appreciation of visual art? What roles do setting, time, and audience play in presentation decisions?
- How do we understand and analyze artwork? What impact do personal experience and cultural context have on how we view and interpret visual art?
- What value does art criticism bring to our understanding of a work? How does the use of precise art vocabulary help us communicate meaning?
- What is the difference between personal preference and critical evaluation? How do criteria for judging art vary across contexts or cultures?
- How does making art connect us to our environment, community, and personal identity? In what ways can the creative process enrich our daily lives?
- How can art reflect or preserve the culture and values of different societies? How does visual art serve as a mirror to life across different times and places?

Unit 1 Instructional Plan

Suggested Activities

- Students will use zentangles as patterns
- Students will design their own graffiti art
- Students will practice creating space through overlapping objects.
- Students will understand the ideas of the six different ways to create space by creating a poster that shows all six ways.
- Students will practice foreground, middle ground and background.
- Students will practice drawing and shading with pencil and charcoal.
- Students will experiment with different patterns and colors by using wallpaper pages to design a 3-D sculpture.
- Students will use the ideas of Romero Britto to decorate their 3-D paper sculptures

Unit 1 Evidence of Student Learning

Formative:

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

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

- 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 submit a portfolio showing evidence of all art 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.
- 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

**Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art**

- 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.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

- 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.
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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.
- 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 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

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

- 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>

Unit 1 Teacher Comments

OCEAN ACADEMY CHARTER SCHOOL

Unit 2 Overview

Content Area: Visual Arts

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

Unit 2 Title: Mixed Media	Duration: 15 days
Target Course/Grade Level: 8th grade	
Introduction/Unit 2 Focus: In this unit, students will explore the creation of theme-based and allegorical works of art using a variety of materials, techniques, and tools. They will develop both two-dimensional and three-dimensional projects that reflect deeper meanings, messages, or narratives tied to a specific theme or concept. Students will be encouraged to think critically about symbolism and storytelling in visual art, using their personal experiences, current events, or cultural influences as inspiration for their creative work. Throughout the unit, students will work with different types of art media and mediums, including traditional tools such as pencil, paint, and clay, as well as digital platforms and technologies where appropriate. Emphasis will be placed on selecting materials and processes that best support their intended message or artistic goal. For example, students may choose to create a digital collage to explore themes of identity, or a mixed-media sculpture to represent a personal or social issue. The unit will also focus on helping students make intentional artistic choices by analyzing how various tools, media, and techniques contribute to meaning and impact. Through teacher demonstrations, peer discussions, and independent practice, students will refine their ability to plan, create, and present artworks that are both technically skilled and conceptually rich. By the end of the unit, students will have produced a series of artworks that showcase their ability to apply the elements and principles of art in the service of communicating a clear and powerful idea. 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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Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

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Unit 2 Focus Standards (Major Standards) <https://www.nj.gov/education/https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

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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. 1.5.8.Crlb: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.2.8. Crla: 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. lb 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. 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

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.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context. 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.
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.	1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
Anchor Standards 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 2 New Jersey Student Learning Standards: Interdisciplinary Connections -

- 8.G.A. Understand congruence and similarity using physical models, transparencies, or geometry software
2. Verify experimentally the properties of rotations, reflections, and translations:
 - d. Lines are transformed to lines, and line segments to line segments of the same length.
 - e. Angles are transformed to angles of the same measure.
 - f. Parallel lines are transformed to parallel lines.
 2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
 3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
 5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. G. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. H. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Individuals can use their talents, resources and abilities to give back.	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.	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.	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	

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

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.CS.4: 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	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

intended use of the data.	
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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.	.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

Unit 2 Learning Targets (Objectives)

Students will be able to...

- Explore and experiment with a variety of art materials, including pencil, marker, watercolor, acrylic paint, wallpaper, paper mâché, and mixed papers.
- Identify and name different types of media and materials as tools used in visual art-making.
- Combine two or more media in the creation of individual or collaborative artworks.
- Demonstrate confidence in using multiple tools and techniques while experimenting with different media.
- Recognize which materials are best suited to express certain ideas or themes in their artwork.

Unit 2 Enduring Understandings

Students will know...

- Artists and designers often use trial, error, and revision to explore and refine creative ideas.
- The materials, media, and methods artists choose can shape the message, effectiveness, and meaning of a work of art.
- Creating art requires thoughtful planning, experimentation, and decision-making, while also balancing freedom with responsibility.
- Through the process of creating art, people explore their own perceptions, emotions, and lived experiences.
- Art critique and constructive feedback help artists grow and improve their work.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

- Interpreting an artwork involves considering its form, the context in which it was made, and the personal experiences of the viewer.
- Creativity and innovation can be developed over time and are essential to solving problems in art and in life.
- Artists and media creators organize and plan visual elements to communicate a purpose or tell a story.
- Artistic expression evolves through historical traditions and personal or cultural influences.

Unit 2 Essential Questions

- How do artists select the right materials and tools to express a creative idea or theme effectively?
- How do experimentation and risk-taking lead to artistic growth and innovation?
- What techniques help artists work safely and responsibly with a variety of materials and tools?
- What can we learn about a society or culture by studying the art materials and methods they used?
- How does analyzing or critiquing an artwork deepen our understanding of its message or meaning?
- In what ways do personal experiences and backgrounds affect how we perceive and respond to art?
- How do artists use feedback and reflection to improve their artwork?
- What distinguishes personal opinion from an objective evaluation when critiquing art?
- Why do people preserve, exhibit, or document artworks, and how does the method of presentation affect its meaning?
- How does making art help individuals better understand themselves, their communities, and the world around them?

Unit 2 Instructional Plan

- Students will experiment with different types of media including; paint, paper mache, newspaper, wall paper, paper, and oil pastels.
- All seven Principles of Design will be reinforced into each mixed media assignment.

Suggested Activities:

- Students will experiment with different patterns and colors by using wallpaper pages to design a 3-D sculpture.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

- Students will use the ideas of Romero Britto to decorate their 3-D paper sculptures.

Unit 2 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 submit portfolios showing all art 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.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

- 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.
-

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.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

- 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

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>

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

Teacher Comments

OCEAN ACADEMY CHARTER SCHOOL

Unit 3 Overview

Content Area: Visual Arts	
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Unit 3 Title: Painting	Duration: 10 days
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Target Course/Grade Level: 8th grade

Introduction/Unit 3 Focus:

In this unit, students will dive into the world of painting through guided instruction, hands-on practice, and personal exploration. They will work with two primary paint mediums, acrylic paint and watercolor, to build foundational techniques and experiment with various artistic effects. As they become more confident with these materials, students will begin applying techniques that reflect both skill and intention in their finished works.

A key focus of the unit will be understanding how artists build depth and space in their compositions. To support this, students will study the work of Henri Rousseau, a self-taught French artist known for his dreamlike landscapes and imaginative jungle scenes. By analyzing his use of foreground, middleground, and background, students will gain insight into how spatial layers can enhance storytelling and visual interest. They will apply these ideas to their own paintings, developing an understanding of how to organize the space within a composition effectively.

Throughout the unit, students will explore color theory by constructing their own color wheel, identifying primary, secondary, and intermediate colors, and learning how to mix them to create new hues. Emphasis will also be placed on the use of complementary colors and understanding their visual relationships, particularly how they react when placed side by side or mixed together. This knowledge will be applied directly in their projects to improve color harmony and contrast.

Students will also be given a choice-based painting project, allowing them to select a subject or genre that interests them. Whether they choose landscapes, portraits, abstract art, or still life, students will plan and complete a final acrylic painting that demonstrates their individual artistic voice. In addition, students will complete a watercolor painting, where they will learn techniques such as wet-on-wet, dry brushing, splattering, and lifting to add unique textures and accents to their work.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

Practical skills such as cleaning, organizing, and properly using paint materials and tools will be consistently reinforced to promote studio safety and responsibility. Neatness, attention to detail, and craftsmanship will be expected in all final pieces, encouraging students to take pride in their work from beginning to end.

By the conclusion of the unit, students will have strengthened their technical painting skills, deepened their understanding of visual composition, and gained confidence in using color and paint as expressive tools. Most importantly, they will walk away with the experience of bringing their own artistic ideas to life using traditional media in meaningful and creative ways.

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

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.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

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).

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 - Visual and performing Arts

Creating: Explore Investigate	Performing: Select Analyze	Responding: Perceive Analyze	Connecting: Relate
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Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

Reflect	Share	Interpret	
Unit 3 Focus Standards (Major Standards)			
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. 1.5.8.Crlb: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.2.8. Crla: 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. lb 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 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.		
Unit 3 New Jersey Student Learning Standards: Interdisciplinary Connections -			
8.G.A. Understand congruence and similarity using physical models, transparencies, or geometry software 3. Verify experimentally the properties of rotations, reflections, and translations:			

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

g. Lines are transformed to lines, and line segments to line segments of the same length. h. Angles are transformed to angles of the same measure. i. Parallel lines are transformed to parallel lines. 2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. 3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. 5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.	
SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. K. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. L. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Individuals can use their talents, resources and abilities to give back.	● 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.	● 9.2.8.CAP.10: Evaluate How careers have evolved regionally, nationally, and globally.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

	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.	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 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	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

with trade-offs due to the increasing globalization and automation that computing brings.	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](#)

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

Unit 3 Learning Targets (Objectives)

Students will be able to...

- Recognize and use the color wheel as a visual guide for understanding relationships between colors in painting.
- Construct their own color wheel, accurately showing primary, secondary, and intermediate (tertiary) colors.
- Demonstrate how to mix primary and secondary colors to create new hues, understanding the chemistry behind color blending.
- Identify and apply knowledge of complementary colors, recognizing that they do not mix well but can create visual contrast when placed side-by-side.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

- Maintain clean and organized paint stations, showing responsibility in the care and handling of painting supplies.
- Display careful craftsmanship in all painted works, showing attention to detail, color mixing, brush control, and composition.
- Apply newly learned painting techniques using watercolor and acrylic paint to explore texture, layering, and contrast in their artwork.

Unit 3 Enduring Understandings

Students will know...

- Experimentation and creativity are essential in the art-making process. Artists often take risks by trying new materials, styles, and techniques to achieve meaningful results.
- Artists and media designers generate ideas and solve problems visually, using tools and techniques that communicate intention, emotion, and narrative.
- Developing as an artist takes consistent practice, self-reflection, and constructive feedback. Revising and refining are key parts of growing creatively.
- Understanding how to mix and apply color effectively is a powerful tool for visual storytelling and expression.
- Clean, safe, and responsible use of materials is part of professional studio practice and allows for creative freedom in a respectful environment.
- Artists can use color theory and design principles to create work that resonates emotionally and aesthetically with an audience.
- Art criticism and analysis help us better understand artistic choices and intent, offering insights into the meaning and impact of a piece.

Unit 3 Essential Questions

- What factors encourage or discourage someone from taking creative risks? How do personal mindset and environment affect the willingness to experiment?
- Why is it important for artists to understand the history and structure of color theory? How do traditions influence creative decisions?
- How does knowing how to care for and use materials safely support both creative freedom and responsibility in the art studio?
- What strategies do artists use when they're not sure which direction to take in their work? How does trial and error help in discovering effective outcomes?
- How do artists reflect on and revise their work in a way that strengthens the message or improves the overall quality?
- In what ways does understanding complementary and contrasting colors help artists make more powerful visual compositions?

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

- How do artists determine which colors and techniques best support their artistic intent or message?
- How does art criticism help us become better artists and viewers? What is the role of vocabulary and observation in interpreting a work of art?
- How does art reflect the experiences, ideas, and cultures of people from different places and times?
- What can we learn about ourselves and others through engaging with and creating visual art?

Unit 3 Instructional Plan

Students will learn different painting techniques using acrylic paint and watercolors.

We will create a watercolor painting. Students will create certain accents using various techniques.

Students will learn about the artist Henri Rousseau and apply his ideas of using foreground, middleground and background into their paintings.

Students will be given a choice project in which they choose something to paint using the acrylic paint. The teacher will help each student along with whatever genre they choose to make

Unit 3 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

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

- Presentations
- Unit Projects

Benchmark:

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Performance Task

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

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.
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- Encourage independent investigations and advanced projects.
 - Provide opportunities for experimentation with diverse media (digital, sculpture, mixed media).
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 - Provide enrichment through research on art history, artists, and cultural influences.
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 - Allow choice and flexibility in project themes, materials, and presentation formats.
 - Encourage students to develop portfolios or exhibit work publicly.
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- Collaborate with ESL/MLL teachers.
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Diversity and Inclusion

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

- 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.

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- LGBTQ plus Resources
- Individuals with disabilities Resources
- School databases
- Multimedia Resources
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- Online Resources and videos
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- 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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- 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
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**Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art**

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NJDOE Website on Social and Emotional Learning

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

Teacher Comments

OCEAN ACADEMY CHARTER SCHOOL

Unit 4 Overview

Content Area: Visual Arts

Unit 4 Title: Artist Studies

Duration: 5 days

Target Course/Grade Level: 8th grade

Introduction/Unit 4 Focus:

In this unit, students will explore the rich world of art by studying both historical artists and contemporary creators. Through a variety of engaging activities, including watching informative videos, taking detailed notes, and analyzing different artworks, students will gain

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

insight into the creative choices artists make. They will learn to appreciate the reasons why artists select certain styles, subjects, and techniques to express their ideas and emotions.

As students examine these works, they will engage in thoughtful discussions about how art reflects and influences society. They will consider how the social, political, and cultural contexts of different time periods shape the themes and messages in art. By comparing artworks from the past with those created today, students will discover how art evolves over time, responding to changing cultural values and historical events.

This unit encourages students to think critically about art as a mirror of human experience, helping them understand how artists communicate important ideas about identity, community, and society. Through this exploration, students will deepen their appreciation of art's role in shaping and reflecting the world around us.

Disciplinary Concepts of 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

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.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

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).

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 - Visual and performing Arts

Creating:

Performing:

Responding:

Connecting:

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

Explore Investigate Reflect	Select Analyze Share	Perceive Analyze interpret	Relate
Unit 1 New Jersey Student Learning Standards: Interdisciplinary Connections -			
8.G.A. Understand congruence and similarity using physical models, transparencies, or geometry software 4. Verify experimentally the properties of rotations, reflections, and translations: j. Lines are transformed to lines, and line segments to line segments of the same length. k. Angles are transformed to angles of the same measure. l. Parallel lines are transformed to parallel lines. 2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. 3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. 5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.			
SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. O. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. P. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.			
SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.			

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

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. 1.5.8.Crlb: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.2.8. Crla: 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. lb 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.
Anchor Standards 6: Conveying meanings through art.	1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

Anchor Standard 7: Perceiving and analyzing products.	1.2.8.Re7b: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
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.	1.5.8.Re9a: Create convincing and logical arguments to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	1.5.8.Cn10: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish reinforce and reflect group identity and culture.
Unit 4 New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills</u>	
Disciplinary Concepts- Financial Psychology (9.1) Civic Financial Responsibility(9.1) Career Awareness and Planning(9.2) Creativity and Innovation (9.4)	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

Individuals can use their talents, resources and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
Marketing techniques are designed to encourage individuals to purchase items they may need or want.	9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish. 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
There are a variety of resources available to help navigate the career playing process.	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.	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 4 New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
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	8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

improve the design of devices and extend the abilities of humans.	
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	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

and the intended use of the data.	
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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 4 Knowledge and Skills

Unit 4 Learning Targets (Objectives)

- Identify and understand the seven Principles of Design: balance, contrast, emphasis, movement, pattern, rhythm, and unity.
- Study images, watch videos, and take notes to recognize how the Principles of Design function in artwork.
- Incorporate the Principles of Design into personal artwork to improve composition and visual impact.
- Understand how using these design principles contributes to creating cohesive and meaningful art pieces.
- Develop confidence in applying design concepts throughout the creative process.

Unit 4 Enduring Understandings

Students will know...

- Creativity and innovative thinking are essential skills that can be developed through practice.
- Media artists transform ideas using imagination and creative processes into artistic expression.
- Artists experiment with forms, materials, media, and concepts while balancing freedom, responsibility, and safety.
- Art and design shape, enhance, and empower individuals and communities through interaction with objects and places.
- Media artists plan, organize, and develop creative ideas to effectively communicate their artistic intent.

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

- Excellence in art comes from practice, reflection, critique, and continual refinement over time.
- Integrating and refining aesthetic components, including design principles, creates purpose and quality in artworks.
- Complex and unified artworks are developed through media integration and communication.
- Careful consideration of techniques and criteria is essential for preserving, curating, and presenting art.
- Artwork communicates social, cultural, and political experiences, cultivating appreciation and understanding.
- Engagement with art develops aesthetic and empathetic awareness, enriching understanding of self, others, and the world.
- Art criticism helps people interpret artworks by analyzing form, context, and personal experience.
- Evaluation and critique are key in creating, appreciating, and improving artworks, using defined criteria distinct from personal preferences.
- Creating art fosters awareness of culture, perception, knowledge, and community experiences.
- Connections between art and daily life enhance creativity and understanding of history and society.

Unit 4 Essential Questions

- What attitudes, behaviors, and conditions support creativity and innovative thinking?
- How does collaboration expand and influence the creative process?
- How does knowledge of art history, context, and traditions aid in creating and designing art?
- Why do artists sometimes follow or break from established traditions?
- How do artists determine the resources and criteria needed for artistic investigations?
- How do media artists generate ideas and shape artistic intent?
- In what ways does collaboration encourage creative risks?
- How do artists and designers assess if their artistic direction is effective?
- How do artists learn through trial and error and maintain their tools safely?
- What responsibilities come with creative freedom?
- How do objects, places, and designs shape individuals and communities?
- How do artists set goals for designing or redesigning art to communicate effectively?
- What role does persistence play in refining and developing artwork?
- How does reflecting collaboratively enhance our experience and understanding of art?
- How are complex media artworks constructed and how is completion determined?

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

- How is creativity developed in media arts, and how do tools and techniques support innovation?
- How do presentation methods and refining artwork affect meaning and audience experience?
- What role do museums and venues play in shaping ideas and experiences through art?
- How do context, audience, and setting influence the presentation and perception of media artworks?
- How do personal experiences shape how we relate to and interpret media artworks?
- How does learning about art influence our worldview?
- How do we set evaluation criteria and distinguish personal preference from critique?
- How does making art enrich life and increase awareness of surroundings?
- How does art help us understand diverse cultures, histories, and societal views?
- How do other arts, disciplines, and daily life inform the creation and response to media arts?

Unit 4 Instructional Plan

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

Summative:

- Chapter/Unit Test
- Quizzes
- Presentations

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

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Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

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Ocean Academy Charter School
Curriculum Guide
Grade 8 - Art

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Teacher Comments