

Ocean Academy Charter High School
Curriculum Guide
Grade 9-12



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OCEAN ACADEMY CHARTER HIGH SCHOOL Art Curriculum	
Content Area: Visual Arts	
Course Title: Introduction to Art	
Grade Level: 9 -12	
<i>Unit Title</i>	<i>Pacing Guide in Days</i>
Unit Plan 1: Elements of Art- Illustrated Autobiography	12
Unit Plan 2: Zentangles (Shape / Pattern / Line)	12
Unit Plan 3: Observational Drawing/ Value	12
Unit Plan 4: Acrylic Painting/Color Theory	17
Unit Plan 5: Sculpture/Form	20
Unit Plan 6: Space/One-Point Perspective	17

OCEAN ACADEMY CHARTER HIGH SCHOOL Unit 1 Overview	
Content Area: Visual Arts	
Unit 1 Title: Elements of Art- Illustrated Autobiography	Duration: 12 Days
Target Course/Grade Level: 9 -12/Introduction to Art	
Introduction/Unit 1 Focus:	

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In this unit, students will create an Illustrated Autobiography, using visual imagery that reflects their personal experiences, identity, and perspectives. By organizing their compositions through the Elements of Art, students will learn how to effectively communicate ideas, emotions, and stories through artistic expression. As part of the project, students will explore different studio materials and mediums, gaining hands-on experience with a variety of artistic tools. Throughout the unit, they will make connections between personal information and visual representations, developing the ability to create meaningful illustrations that convey their life experiences. This process will deepen their understanding of the creative process and the ways in which art can serve as a powerful tool for self-expression and storytelling.

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

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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.

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 for Visual Arts

Creating:

- Explore
- Investigate
- Reflect, Refine, Continue

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<p>Performing:</p> <ul style="list-style-type: none"> ➤ Select ➤ Analyze ➤ Share <p>Connecting:</p> <ul style="list-style-type: none"> ➤ Synthesize ➤ Relate 	
<p>Unit 1 Focus Standards (Major Standards) https://www.nj.gov/education/cccs Page 151</p>	
<p>Unit 1 Anchor Standards</p>	<p>Performance Expectations (Identified with Standard number and statement)</p>
<p>Anchor Standard 1: Generating and conceptualizing Ideas</p>	<p>1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.</p> <p>1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p>
<p>Anchor Standard 2: Organizing and developing ideas.</p>	<p>1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.</p> <p>1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.</p>
<p>Anchor Standard 3: Refining and completing products.</p>	<p>1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</p>
<p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p>	<p>1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.</p>
<p>Anchor Standard 6: Conveying meaning through art.</p>	<p>1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings</p>
<p>Anchor Standard 7: Perceiving and analyzing products.</p>	<p>1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</p>

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	1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
Anchor Standard 8: Interpreting intent and meaning.	1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
Anchor Standard 9: Applying criteria to evaluate products.	1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

Unit 1 New Jersey Student Learning Standards: Interdisciplinary Connections

SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to various perspectives, summarize points of a agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events,

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scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Unit 1 New Jersey Student Learning Standards: [Career Readiness](#), [Life Literacies](#), and [Key Skills](#)
9.2 page 41 9.4 page 53

Disciplinary Concepts-

- [Career Awareness and Planning](#)
- [Creativity and Innovation](#)
- [Critical thinking and problem solving skills](#)
- [Digital Citizenship](#)
- [Information and Media Literacy](#)

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• Technology Literacy	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Career Awareness & Planning (Career Awareness, Exploration, Preparation, and Training by the End of Grade 12)	
There are strategies to improve one’s professional value and marketability.	9.2.12.CAP.3: Investigate how continuing education contributes to one’s career and personal growth.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
Creativity & Innovation (9.4 Life Literacies and Key Skills by the End of Grade 12)	
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
Critical Thinking & Problem Solving (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Digital Citizenship (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

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works without permission or appropriate credit.	9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
Global & Cultural Awareness (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
Information & Media Literacy (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.	9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).

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Technology Literacy (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
Unit 1 New Jersey Student Learning Standards: Computer Science and Design Thinking page 41	
Disciplinary Concept	
<ul style="list-style-type: none"> • Technology Literacy 	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
Engineers use science, mathematics, and other disciplines to improve technology. Increased collaboration among engineers, scientists, and mathematicians can improve their work and designs. Technology, product, or system redesign can be more difficult than the original design.	8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
Technology, product, or system redesign can be more difficult than the original design.	8.2.12.NT.2: Redesign an existing product to improve form or function.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard

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	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.	<p>1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.</p> <p>1.2.12acc.Re7b: Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.</p> <p>1.2.12adv.Re7b: Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception and systemic communications when addressing global issues including climate change.</p>

Unit 1 Knowledge and Skills

Unit 1 Learning Targets / Objectives

Students will be able to...

- Define key art terms including *illustration, medium/media, thumbnail sketch, reference image, and composition.*
- Interpret and follow written prompts and instructions effectively.
- Explain the purpose and value of translating text into visual symbols or illustrations.
- Demonstrate the ability to visually represent written or spoken information through illustration.
- Develop connections or overarching themes between multiple visual representations.
- Explore and learn from online video tutorials related to art mediums, techniques, and processes.
- Identify and source appropriate reference images to support the development of original compositions.

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- Produce three thumbnail sketches as part of planning for an Illustrated Autobiography project.
- Use thumbnail sketches to select and create a detailed, enlarged final artwork.
- Design a unified Illustrated Autobiography by combining multiple illustrations into a cohesive, themed composition.
- Apply colored pencils neatly, following the contour of the drawing, with consistent direction and proper color saturation.
- Create smooth color blends and gradients using colored pencils.
- Provide constructive and supportive peer feedback through art critique.
- Use a project rubric to self-assess and refine artwork before final submission.

Unit 1 Enduring Understandings

Students will understand that...

- Creativity and innovative thinking are essential life skills that can be nurtured and developed over time.
- Artists and designers guide their creative investigations by either honoring or challenging artistic traditions to achieve their expressive goals.
- The creative process involves experimenting with materials, media, techniques, structures, and ideas.
- Artists must balance freedom and responsibility, prioritizing safety while engaging in exploration and risk-taking during art-making.
- Art, design, and the built environment shape, reflect, and enrich people's lives and experiences.
- Artistic excellence is achieved through consistent practice, self-reflection, and feedback. Artists revise and refine their work through an ongoing process.

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- When selecting, preserving, and presenting artworks, artists and curators consider methods, contexts, venues, and evaluative criteria.
- Artworks, artifacts, and objects—whether curated by artists, museums, or other spaces—convey meaning and document cultural, social, and political experiences. These works foster greater appreciation and understanding.
- Developing aesthetic and empathetic awareness through art engagement helps individuals better understand themselves, others, and their environments—both natural and human-made.
- Visual art shapes how people perceive, interpret, and respond to the world around them.
- Engaging in art criticism deepens insight into artistic meaning and intention.
- People interpret and evaluate art using multiple criteria and perspectives.
- Through the process of artmaking, individuals construct meaning and develop awareness of their experiences, perceptions, and knowledge.

Unit 1 Essential Questions

Creativity & Innovation

- What mindsets, behaviors, and conditions encourage creativity and innovation?
- What motivates or discourages people from taking creative risks?
- How does collaboration enhance the creative process?
- Why do artists follow, adapt, or break away from artistic traditions?
- How do knowledge of history, culture, and artistic contexts influence creative work?

Artistic Process & Practice

- How do artists and designers plan, explore, and refine ideas?

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- What role does trial and error play in artistic development?
- How do artists evaluate whether their work is progressing effectively?
- What role does persistence play in developing and improving artistic work?
- How do artists grow and evolve in their practice?

Tools, Materials & Responsibility

- How do artists care for and maintain their materials, tools, and equipment?
- Why is it essential to follow safety and health procedures when creating art?
- What responsibilities accompany creative freedom?

Design, Place & Impact

- How do objects, places, and designs influence individuals and communities?
- How do artists and designers determine goals for designing or redesigning spaces, systems, or objects?
- How do visual artists effectively communicate through their work?

Reflection, Feedback & Growth

- How does reflecting on one's work—or receiving feedback—help artists improve?
- How does collaborative reflection enhance our understanding of a work of art?

Preservation & Presentation

- How are artworks preserved, and who is responsible for their care?
- What criteria and processes are used to select works for presentation or preservation?

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- Why do people value certain artworks, artifacts, and objects?

Museums, Meaning & Influence

- What is the purpose of an art museum?
- How does exhibiting art shape beliefs, ideas, and experiences?
- In what ways does collecting, preserving, or presenting art deepen appreciation and understanding?

Personal Connection & Perspective

- How do personal experiences shape our connection to art?
- How does learning about art change the way we see the world?
- What can we discover about ourselves and others through our responses to art?

Visual Art in the World

- What is visual art?
- Where and how do we encounter visual art in daily life?
- How does visual art influence how we perceive and interpret the world?

Interpretation & Criticism

- What is the value of engaging in art criticism?
- How can we “read” a work of art as we would a text?
- How does using visual art vocabulary support interpretation and understanding?

Art & Community

- How does making art heighten awareness of our surroundings?
- How do individuals express their identities and share their communities’ stories through artmaking?

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- In what ways does creating art enrich lives?

Unit 1 Instructional Plan

1. Introduction of pertinent art history and contemporary artists pertaining to the unit pulled from diverse populations.
2. Review of materials and safety techniques to be utilized for the unit.
3. Review of technique resources and demos (such as video tutorials) followed by small, scaffolding exercises that build up to the final project.
4. Teacher demonstrates how to create a successful composition incorporating all of the required illustration elements for the project, students follow.
5. Students create, revise, and refine thumbnail drawings and decide which will be used for the final draft of their Illustrated Autobiography.
6. Students create an Illustrated Autobiography using all required materials.
7. Students are encouraged to self-assess their work according to the project rubric and make the appropriate revisions as needed throughout the lesson.
8. While students engage in independent practice, teacher circulates, reviews work and offers feedback as needed.
9. Students document work in a digital portfolio.
10. Students collectively critique both in-process and final drafts.

Unit 1 Evidence of Student Learning

Formative:

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

Summative:

- Chapter/Unit Test
- Quizzes

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- Presentations
- Unit Projects

Benchmark:

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative:

- Modified assignments

Performance Task:

- Add works to final Portfolio

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

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Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 1 Supplemental Resources

- LGBTQ plus Resources
- Individuals with disabilities Resources
- School databases
- Multimedia Resources
- Student Choice
- Peer Reviews
- Printers and Computers
- Online Resources and videos
- [Amistad Commission](#)
- [Holocaust Commission](#)
- Interactive Projector
- Tiered Learning
- 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 and awareness of the differences among individuals, groups and others' cultural backgrounds

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- 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

Unit 1 Teacher Comments

- Students can investigate and select their own subject matter within the unit of study
- Differentiated vocabulary will be incorporated into every unit. Readings, do-now’s, and various other activities will be utilized by the instructor to teach vocabulary.
- Students will make connections to artists and careers through investigation of themes, vocabulary, and visual references as they complete their works.

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Unit 2 Overview

Content Area: Visual Arts

Unit 2 Title: Zentangles (Shape / Pattern / Line)

Duration: 12 Days

Target Course/Grade Level: 9 -12

Introduction/Unit 2 Focus:

In this unit, students will focus on honing their illustration and design skills, with an emphasis on key elements such as shape, pattern, and line. They will explore how these foundational components come together to create visually compelling artwork. Through a series of hands-on projects, students will apply their understanding of these elements and the related principles of

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design to create an original piece of art. By experimenting with different techniques and compositions, students will gain a deeper appreciation for the role of structure and organization in art. The unit will encourage them to think critically about how shape, pattern, and line can be used intentionally to convey meaning, evoke emotion, and engage viewers. Ultimately, students will showcase their skills and understanding by producing a work of art that demonstrates their mastery of these design principles.

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.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on

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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.

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 (NJSL) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

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

Practices for Visual Arts

Creating:

- Explore
- Investigate
- Reflect, Refine, Continue

Performing:

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- Select
- Analyze
- Share

Connecting:

- Synthesize
- Relate

Unit 2 Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Unit 2 Anchor Standards	Performance Expectations (Identified with Standard number and statement)
Anchor Standard 1: Generating and conceptualizing Ideas	<p>1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.</p> <p>1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p>
Anchor Standard 2: Organizing and developing ideas.	<p>1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.</p> <p>1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.</p>
Anchor Standard 3: Refining and completing products.	<p>1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</p>
Anchor Standard 4: Selecting, analyzing, and interpreting work.	<p>1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.</p>
Anchor Standard 7: Perceiving and analyzing products.	<p>1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences</p> <p>1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.</p>
Anchor Standard 8: Interpreting intent and meaning.	<p>1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>

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Anchor Standard 9: Applying criteria to evaluate products.	1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas

Unit 2 New Jersey Student Learning Standards: Interdisciplinary Connections

SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures,

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tables), and multimedia when useful to aid in comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Unit 2 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

Disciplinary Concepts-

- Career Awareness and Planning
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Digital Citizenship
- Global and Cultural Awareness
- Technology Literacy

Core Ideas

Performance Expectations (Identified with Standard Number and statement)

Career Awareness & Planning (Career Awareness, Exploration, Preparation, and Training by the End of Grade 12)

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There are strategies to improve one's professional value and marketability.	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
Creativity & Innovation (9.4 Life Literacies and Key Skills by the End of Grade 12)	
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
Critical Thinking & Problem Solving (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Digital Citizenship (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
Digital communities influence many aspects of society, especially the	9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and

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workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
Global & Cultural Awareness (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
Information & Media Literacy (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.	9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
Technology Literacy (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Unit 2 New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	

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Disciplinary Concept	
<ul style="list-style-type: none"> • Technology Literacy 	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
Engineers use science, mathematics, and other disciplines to improve technology. Increased collaboration among engineers, scientists, and mathematicians can improve their work and designs. Technology, product, or system redesign can be more difficult than the original design.	8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
Technology, product, or system redesign can be more difficult than the original design.	8.2.12.NT.2: Redesign an existing product to improve form or function.
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.	<p>1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.</p> <p>1.2.12acc.Re7b: Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.</p> <p>1.2.12adv.Re7b: Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception and systemic communications when addressing global</p>

	issues including climate change.
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Unit 2 Knowledge and Skills

Unit 2 Learning Targets / Objectives

Students will be able to...

- Locate and utilize digital resources that support learning objectives and creative goals.
- Comprehend and follow detailed, step-by-step written instructions in chronological order.
- Demonstrate an understanding of sequencing by completing artistic tasks in the correct order.
- Identify and gather visual reference images from diverse sources.
- Use thumbnail sketches to plan compositions that reflect basic principles of design.
- Create a rough draft that can be accurately transferred to a final surface using appropriate transfer methods.
- Select and apply artistic media and materials relevant to the project's content and objectives.
- Evaluate work-in-progress and revise based on ongoing reflection.
- Review the final composition to ensure all required elements and objectives have been met.
- Document completed work by photographing and archiving it in a digital portfolio.
- Critique artwork in a respectful, constructive, and meaningful manner.
- Maintain a clean, safe, and productive workspace.
- Recognize appropriate contexts for creative self-expression.

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- Identify and apply shapes, outlines, and contour lines in illustrations.
- Recognize and incorporate visual patterns and zentangle designs into artwork.
- Differentiate between positive and negative space in compositions and use each effectively.

Unit 2 Enduring Understandings

Students will know that...

- Creativity and innovative thinking are vital, developable skills applicable across disciplines.
- Artists and designers shape their investigations by following or challenging traditional practices to achieve creative goals.
- Artistic growth involves experimenting with materials, techniques, structures, and concepts.
- Balancing creativity with safety, responsibility, and effective material use is essential in the artistic process.
- Art and design are tools that shape, enhance, and empower personal and community experiences.
- Artistic excellence is cultivated through practice, reflection, revision, and constructive critique.
- Engaging with art fosters aesthetic and empathetic awareness, helping individuals connect with themselves, others, and their environments.
- Artmaking and presentation involve intentional choices in technique, format, and setting to communicate meaning.
- Engaging in art criticism provides insight into artistic meaning and helps develop visual literacy.
- Meaning is created through the artistic process by exploring perception, experience, and personal knowledge.

Unit 2 Essential Questions

Creativity and Innovation

- What mindsets and behaviors support creative thinking and innovation?
- What factors inspire or discourage people from taking creative risks?
- Why might an artist choose to follow or break from tradition?
- How does understanding the history and context of art forms influence the creative process?

The Artistic Process

- How do artists plan, experiment, and make decisions throughout the creative process?
- How do artists use trial and error to develop their work?
- How do artists evaluate the direction and effectiveness of their work?
- What role does persistence play in revising and refining artistic ideas?

Collaboration and Reflection

- How does collaboration enhance creativity?
- How does reflecting on art—individually or with others—deepen understanding?
- How do artists grow through feedback and practice?

Materials, Tools, and Safety

- How do artists care for and maintain tools, materials, and workspaces?
- Why is it important to follow safety guidelines in handling art materials?

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- What responsibilities come with the freedom to create?

Design and Community Impact

- How do artists and designers decide what to create or redesign?
- How do objects, places, and designs shape individuals and communities?
- How can visual art effectively communicate ideas and experiences?

Presentation and Preservation

- How are artworks preserved and presented, and who is responsible for that process?
- What criteria are used to select works for display or preservation?
- Why do people value and choose to present certain works of art or artifacts?

Personal and Cultural Connection

- How do life experiences shape our connection to art?
- How does learning about art change our perception of the world?
- How does art help people express and understand their identities and communities?

Understanding and Critiquing Art

- What is the value of art criticism?
- How can we “read” a work of art and interpret its meaning?
- How does understanding visual art vocabulary support analysis and interpretation?

Evaluation and Aesthetics

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- How do we determine criteria to evaluate a work of art?
- Why might criteria for evaluating art vary across people or cultures?
- How is personal preference different from critical evaluation?

Purpose and Enrichment

- How does making art enrich people's lives?
- How does creating art increase awareness of our surroundings and experiences?
- In what ways does art contribute to personal and cultural understanding?

Unit 2 Instructional Plan

1. Introduction of pertinent art history and contemporary artists pertaining to the unit pulled from diverse populations
2. Review of materials and safety for the unit.
3. Review of technique resources (such as video tutorials) for Contour Line Drawing and the creation of Zentangles followed by small, scaffolding exercises that build up to the final project.
4. Review of pattern, line types, and shape.
5. Teacher demonstrates how to create Zentangles using a variety of line types, value contrast, and difficulty levels, students follow.
6. Students create, revise, and refine thumbnail drawings and decide which will be used for the final draft of their Zentangle Project
7. Students follow a sequence (rough draft drawing, final draft transfer, inking) to create a Zentangle Project using all required materials and techniques learned during scaffolding activities.
8. While students engage in independent practice, teacher circulates, reviews work and offers feedback as needed.
9. Students self-assess the work according to the project rubric repeatedly during their process.
10. Students revise their Zentangle Project according to their self assessment repeatedly during their process.
11. Students document work in a digital portfolio.
12. Students collectively critique both in-process and final drafts.

Unit 2 Evidence of Student Learning

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Formative:

- Scaffolding exercises
- Observation
- Homework
- 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:

- Modified assignments

Performance Task:

- Add works to final Portfolio

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding

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- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments

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- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 2 Supplemental Resources

- LGBTQ plus Resources
- Individuals with disabilities Resources
- School databases
- Multimedia Resources
- Student Choice
- Peer Reviews
- Printers and Computers
- Online Resources and videos
- [Amistad Commission](#)
- [Holocaust Commission](#)
- Interactive Projector
- Tiered Learning
- 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

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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

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Unit 2 Teacher Comments

- Students can investigate and select their own subject matter within the unit of study
- Differentiated vocabulary will be incorporated into every unit. Readings, do-nows, and various other activities will be utilized by the instructor to teach vocabulary.
- Students will make connections to artists and careers through investigation of themes, vocabulary, and visual references as they complete their works.

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Unit 3 Overview

Content Area: Visual Arts

Unit 3 Title: Observational Drawing/ Value

Duration: 10 Days

Target Course/Grade Level: 9 -12

Introduction/Unit 3 Focus:

In this unit, students will refine their drawing and illustration skills by engaging in observational drawing, using both still life and live object references. The primary focus will be on translating three-dimensional objects into two-dimensional representations, with an emphasis on accurately depicting perspective, proportion, and value. Students will explore how light interacts with objects, how different angles affect the way we perceive shapes, and the importance of size relationships in creating a realistic representation. By closely observing their visual sources, students will develop a deeper understanding of spatial relationships and learn techniques for rendering light and shadow to create depth and volume. Through practice, they will gain confidence in their ability to capture the complexities of the physical world on paper, while also enhancing their technical drawing abilities. This unit will challenge students to observe critically and translate their observations into detailed, lifelike drawings.

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.

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Standard 8.2 Design Thinking

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

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

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

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

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

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 (NJSL) 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

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skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Practices for Visual Arts

Creating:

- Explore
- Investigate
- Reflect, Refine, Continue

Performing:

- Select
- Analyze
- Share

Connecting:

- Synthesize
- Relate

Unit 3 Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Unit 3 Anchor Standards	Performance Expectations (Identified with Standard number and statement)
Anchor Standard 1: Generating and conceptualizing Ideas	<p>1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.</p> <p>1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p>
Anchor Standard 2: Organizing and developing ideas.	<p>1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.</p> <p>1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.</p>
Anchor Standard 3: Refining and completing products.	<p>1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</p>

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Anchor Standard 4: Selecting, analyzing, and interpreting work.	1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.
Anchor Standard 7: Perceiving and analyzing products.	1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
Anchor Standard 8: Interpreting intent and meaning.	1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
Anchor Standard 9: Applying criteria to evaluate products.	1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas

Unit 3 New Jersey Student Learning Standards: Interdisciplinary Connections

SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

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- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Unit 3 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

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Disciplinary Concepts- Career Awareness and Planning Creativity and Innovation Critical Thinking and Problem Solving Digital Citizenship Global and Cultural Awareness Technology Literacy	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Career Awareness & Planning (Career Awareness, Exploration, Preparation, and Training by the End of Grade 12)	
There are strategies to improve one’s professional value and marketability.	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
Creativity & Innovation (9.4 Life Literacies and Key Skills by the End of Grade 12)	
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
Critical Thinking & Problem Solving (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Digital Citizenship (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
Global & Cultural Awareness (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
Information & Media Literacy (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.	9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
In order for members of our society to participate productively, information	9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various

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needs to be shared accurately and ethically.	sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
Technology Literacy (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Unit 3 New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Disciplinary Concept	
<ul style="list-style-type: none"> Technology Literacy 	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
Engineers use science, mathematics, and other disciplines to improve technology. Increased collaboration among engineers, scientists, and mathematicians can improve their work and designs. Technology, product, or system redesign can be more difficult than the original design.	8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
Technology, product, or system redesign can be more difficult than the original design.	8.2.12.NT.2: Redesign an existing product to improve form or function.
New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)

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<p>An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</p>	<p>1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.</p> <p>1.2.12acc.Re7b: Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.</p> <p>1.2.12adv.Re7b: Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception and systemic communications when addressing global issues including climate change.</p>
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Unit 3 Knowledge and Skills

Unit 3 Learning Targets / Objectives

Students will be able to:

- Identify and utilize a variety of digital and physical resources to support artistic goals.
- Comprehend and follow detailed, step-by-step written instructions.
- Demonstrate an understanding of sequential processes by completing tasks in proper order.
- Locate and use visual references from diverse sources to support artwork.
- Develop thumbnail sketches that reflect basic design principles for planning a composition.
- Create a rough sketch and accurately transfer it to a final format using appropriate techniques.
- Select and apply media and materials relevant to the project content.
- Evaluate work in progress and make necessary revisions.
- Review completed work to ensure all required components are present.

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- Photograph and digitally archive final artworks in a personal portfolio.
- Provide constructive and thoughtful critiques of peer work.
- Maintain a clean, safe, and organized studio workspace.
- Recognize appropriate opportunities to express creative ideas.
- Differentiate between two-dimensional and three-dimensional visual references.
- Apply principles of perspective, proportion, and value to create depth on a two-dimensional surface.
- Use a range of drawing techniques to render texture effectively.

Unit 3 Enduring Understandings

Students will understand that:

- Creativity and innovative thinking are vital, developable skills essential for personal and professional growth.
- Artists and designers guide their creative process by building on, adapting, or breaking from traditions to achieve artistic goals.
- Successful artwork often results from exploration with materials, forms, concepts, media, and processes, while maintaining a balance between freedom, responsibility, and safety.
- Art and design shape and reflect our interactions with objects, environments, and communities, helping define and enrich everyday life.
- Excellence in art emerges through consistent practice, thoughtful reflection, and constructive feedback that drives revision and refinement.
- Curation and presentation of artworks require careful consideration of methods, purpose, and criteria, whether in galleries, museums, or public spaces.
- Engaging with art builds both aesthetic sensitivity and empathy, enhancing our understanding of ourselves, others, and the world around us.

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- Visual art helps shape our perceptions and responses to the world.
- Art criticism deepens our insight into meaning and intent, guiding thoughtful analysis and evaluation of artworks.
- Through making art, individuals explore and express their perceptions, knowledge, and life experiences.

Unit 3 Essential Questions

- What mindsets and behaviors foster creative and innovative thinking?
- What motivates or discourages individuals from taking creative risks?
- In what ways does collaboration enhance the creative process?
- How do the cultural, historical, and traditional contexts of art forms inform and inspire new creations?
- Why do artists choose to follow or challenge established artistic conventions?
- How do artists determine the materials, tools, and criteria necessary to guide their creative investigations?
- How do artists evaluate the effectiveness of their work and make decisions throughout the creative process?
- What role does experimentation and trial-and-error play in artistic growth?
- How do artists maintain and safely use materials, tools, and equipment?
- What responsibilities accompany the freedom to create?
- How do art, objects, and design influence communities and daily life?
- How do artists define and achieve goals when designing or redesigning objects, spaces, or systems?
- What strategies help artists communicate ideas effectively through their work?

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- How does persistence contribute to improving and refining artistic work?
- How does collaboration and reflection deepen our understanding of an artwork?
- Who is responsible for caring for artworks, and how are they preserved and presented?
- What determines the value and selection of objects or artworks for presentation?
- How do personal experiences shape our connections to art?
- How does studying art affect the way we see and interpret the world?
- What insights can we gain from our emotional and intellectual responses to art?
- What is visual art, and where do we encounter it in our lives?
- How does art influence our worldview?
- What is the purpose of engaging in art criticism?
- How can viewers interpret and “read” an artwork like a text?
- How does using art vocabulary improve our ability to understand and discuss visual art?
- How do we develop criteria to evaluate artworks, and how can those criteria vary?
- What’s the difference between personal taste and critical evaluation?
- In what ways does creating art enrich individuals and communities?
- How does art-making deepen awareness of one’s surroundings and experiences?

Unit 3 Instructional Plan

1. Introduction of pertinent art history and contemporary artists pertaining to the unit pulled from diverse populations.
2. Review of materials and safety for the unit.
3. Review of technique resources (such as video tutorials) for contour line drawing, sighting, and the rendering of value using a variety of shading techniques followed by small, scaffolding exercises that build up to the final project.

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4. Teacher demonstrates perspective, proportion, adding value to create depth followed by small, scaffolding exercises that build up to the final draft of this project.
5. Teacher demonstrates how to begin drawing using a variety of techniques and simple shapes.
6. Students create and revise a rough draft of their observational drawing.
7. Students transfer their rough draft onto their final paper using appropriate transferring techniques.
8. Students apply the appropriate techniques to render depth and texture accurately on their illustrations.
9. Students self-assess the work according to the project rubric and make the appropriate revisions as needed.
10. While students engage in independent practice, teacher circulates, reviews work and offers feedback as needed.
11. Students document work in a digital portfolio.
12. Students critique in-process and final drafts collectively.

Unit 3 Evidence of Student Learning

Formative:

- Scaffolding exercises
- Observation
- Homework
- 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

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Alternative:

- Modified assignments

Performance Task:

- Add works to final Portfolio

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping

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- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 3 Supplemental Resources

- LGBTQ plus Resources
- Individuals with disabilities Resources
- School databases

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- Multimedia Resources
- Student Choice
- Peer Reviews
- Printers and Computers
- Online Resources and videos
- [Amistad Commission](#)
- [Holocaust Commission](#)
- Interactive Projector
- Tiered Learning
- 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

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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

Unit 3 Teacher Comments

- Students can investigate and select their own subject matter within the unit of study
- Differentiated vocabulary will be incorporated into every unit. Readings, do-now's, and various other activities will be utilized by the instructor to teach vocabulary.
- Students will make connections to artists and careers through investigation of themes, vocabulary, and visual references as they complete their works.

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OCEAN ACADEMY CHARTER HIGH SCHOOL

Unit 4 Overview

Content Area: Visual Arts

Unit 4 Title: Acrylic Painting/Color Theory

Duration: 15

Target Course/Grade Level: 9 -12/Introduction to Art

Introduction/Unit 4 Focus:

In this unit, students will deepen their understanding of color theory and the process of color mixing. They will begin by reviewing the fundamentals of primary, secondary, and tertiary colors, learning how to create secondary colors (orange, green, and purple) and tertiary colors (like red-orange and yellow-green) by mixing primary colors. Students will also explore how to manipulate color by creating tints (lighter versions) and shades (darker versions) using acrylic paints.

To solidify their understanding, students will apply these color mixing techniques to create a comprehensive spectrum chart, showcasing their ability to blend and layer colors effectively. In addition to color theory, the unit will introduce various brush strokes and acrylic painting techniques, giving students the opportunity to practice applying paint in different textures and effects. These skills will culminate in the creation of a final acrylic painting, where students will apply their color knowledge and painting techniques to create a completed artwork. This unit is designed to enhance students' technical abilities with acrylic paints while also fostering their creativity and exploration of color in visual composition.

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.

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

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

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

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

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 for Visual Arts

Creating:

- Explore
- Investigate
- Reflect, Refine, Continue

Performing:

- Select
- Analyze
- Share

Connecting:

- Synthesize
- Relate

Unit 4 Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Unit 4 Anchor Standards	Performance Expectations (Identified with Standard number and statement)
Anchor Standard 1: Generating and conceptualizing Ideas	1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
Anchor Standard 2: Organizing and developing ideas.	1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan. 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and

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	the environment, and demonstrate safe handling of materials, tools and equipment.
Anchor Standard 3: Refining and completing products.	1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
Anchor Standard 4: Selecting, analyzing, and interpreting work.	1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.
Anchor Standard 6: Conveying meaning through art.	1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
Anchor Standard 7: Perceiving and analyzing products.	1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
Anchor Standard 8: Interpreting intent and meaning.	1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
Anchor Standard 9: Applying criteria to evaluate products.	1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art. 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.

Unit 4 New Jersey Student Learning Standards: Interdisciplinary Connections

SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the

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topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas,

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concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Unit 4 New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Disciplinary Concepts-
[Career Awareness and Planning](#)
[Creativity and Innovation](#)
[Critical Thinking and Problem Solving](#)
[Digital Citizenship](#)
[Global and Cultural Awareness](#)
[Technology Literacy](#)

Core Ideas

Performance Expectations (Identified with Standard Number and statement)

Career Awareness & Planning (Career Awareness, Exploration, Preparation, and Training by the End of Grade 12)

There are strategies to improve one’s professional value and marketability.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

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Creativity & Innovation (9.4 Life Literacies and Key Skills by the End of Grade 12)	
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
Critical Thinking & Problem Solving (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Digital Citizenship (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
Global & Cultural Awareness (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Solutions to the problems faced by a global society require the contribution	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions

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<p>of individuals with different points of view and experiences.</p>	<p>(e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p>
<p>Information & Media Literacy (9.4 Life Literacies and Key Skills by the End of Grade 12)</p>	
<p>Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.</p>	<p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).</p>
<p>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p>
<p>Accurate information may help in making valuable and ethical choices.</p>	<p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).</p>
<p>Technology Literacy (9.4 Life Literacies and Key Skills by the End of Grade 12)</p>	
<p>Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</p>	<p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</p>
<p>Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p>	<p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p>
<p>Disciplinary Concept</p> <ul style="list-style-type: none"> • Technology Literacy 	

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Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Technology Literacy (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
Unit 4 New Jersey Student Learning Standards: Computer Science and Design Thinking	
Disciplinary Concept • Technology Literacy	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
Engineers use science, mathematics, and other disciplines to improve technology. Increased collaboration among engineers, scientists, and mathematicians can improve their work and designs. Technology, product, or system redesign can be more difficult than the original design.	8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
Technology, product, or system redesign can be more difficult than the original design.	8.2.12.NT.2: Redesign an existing product to improve form or function.
New Jersey Student Learning Standards: Climate Change Mandate	

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Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
<p>An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</p>	<p>1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.</p> <p>1.2.12acc.Re7b: Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.</p> <p>1.2.12adv.Re7b: Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception and systemic communications when addressing global issues including climate change.</p>

Unit 4 Knowledge and Skills

Unit 4 Learning Targets / Objectives

Students will be able to:

- Identify and utilize digital resources aligned with instructional objectives.
- Comprehend and follow detailed, sequential instructions accurately.
- Apply understanding of order and process by completing tasks in the correct sequence.
- Find and use visual reference images from multiple sources.
- Develop thumbnail sketches to plan compositions that reflect foundational design principles.
- Create rough drafts that can be successfully transferred to final compositions using appropriate techniques.
- Select and use media and materials relevant to the project content.

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- Regularly assess in-progress work and make informed revisions.
- Review final artworks to ensure all project requirements are met.
- Photograph and digitally archive completed work in a portfolio.
- Provide meaningful and constructive feedback during peer critiques.
- Maintain a clean, safe, and efficient workspace conducive to creative work.
- Recognize appropriate contexts for personal artistic expression.
- Demonstrate a foundational understanding of color theory.
- Apply essential acrylic painting techniques, including brushwork, layering, blending, and saturation control.
- Differentiate between various types and sizes of paintbrushes and use them appropriately.
- Understand the characteristics of acrylic paint, including drying time, consistency, application methods, and care.

Unit 4 Enduring Understandings

Students will understand that:

- Creativity and innovation are essential, learnable skills that contribute to lifelong success.
- Artists and designers guide their creative explorations by honoring or challenging artistic traditions to achieve meaningful artistic goals.
- The creative process involves exploration of various forms, materials, media, structures, and concepts.
- Balancing creative freedom with responsibility and safety is essential in developing effective and meaningful artwork.
- Art and design influence and reflect the spaces, objects, and systems that shape and enrich people's lives.

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- Mastery in the arts is achieved through consistent practice, critical reflection, and revision supported by feedback.
- Artists and curators use specific methods, tools, and criteria to select, display, and preserve artworks and cultural artifacts.
- Artworks and artifacts communicate personal, social, political, and cultural narratives that promote appreciation and understanding.
- Personal aesthetic and empathetic awareness developed through engagement with art can enhance understanding of self, others, and the world.
- Visual arts shape how individuals perceive and respond to the world around them.
- Art criticism deepens understanding by encouraging interpretation, dialogue, and reflection.
- Artistic evaluation involves the application of diverse criteria, beyond personal preference, to assess meaning and effectiveness.
- Through artmaking, individuals construct meaning from their experiences, knowledge, and perceptions.
- Art is a lens through which people explore and better understand history, society, and culture.

Unit 4 Essential Questions

- What mindsets and behaviors support creativity and innovation?
- What encourages or discourages people from taking creative risks?
- How does collaboration enrich the creative process?
- In what ways does understanding the historical and cultural context of an art form inform the creation of new work?
- Why do some artists choose to follow traditions while others break from them?

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- What resources and criteria do artists consider when planning artistic investigations?
- What processes do artists follow to create and refine their work?
- How do artists assess the effectiveness of their creative direction?
- What role does experimentation and trial-and-error play in artistic development?
- How do artists properly care for tools and materials, and why is that important for safety and health?
- What responsibilities come with creative freedom?
- How do environments and designed objects impact individuals and communities?
- How do artists set meaningful goals for their work?
- What role does persistence play in developing and refining artistic work?
- How do artists improve and grow within their discipline?
- How does collaborative reflection deepen our engagement with and understanding of art?
- Who is responsible for preserving and caring for artwork?
- What criteria and methods are used to determine what work is worth presenting or preserving?
- Why do people value specific works of art, objects, or artifacts?
- What is the role of an art museum?
- How does sharing and displaying artwork shape public understanding, beliefs, and experiences?
- How do preserved artworks and artifacts foster cultural appreciation and historical understanding?
- How do personal experiences shape our connections to art?

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- How does learning about art influence how we perceive the world?
- What insights can be gained from reflecting on our responses to art?
- What is visual art, and where do we encounter it in our daily lives?
- In what ways does visual art shape our worldview?
- How do we determine meaningful criteria for evaluating artwork?
- How do personal preference and objective evaluation differ?
- How does creating art enhance personal awareness and our connection to the environment?
- How can art deepen our understanding of people from different cultures, times, and places?
- In what ways can art influence societal values and perspectives?
- How does art preserve human experiences across generations?

Unit 4 Instructional Plan

1. Introduction of pertinent art history and contemporary artists pertaining to the unit pulled from diverse populations.
2. Review of materials and safety for the unit.
3. Review of technique resources (such as video tutorials) for color mixing, brush choices, and acrylic paint techniques followed by small, scaffolding exercises that build up to the final project.
4. Review of color theory.
5. Review of acrylic paint properties such as dry time, viscosity, and versatility
6. Review of brush types, tips, and strokes.
7. Teacher demonstrates how to mix colors, blend, layer, and other pertinent acrylic paint techniques using appropriate brushes, students follow.
8. Students create and revise a rough draft for their acrylic painting
9. Students transfer their rough draft onto their canvas using appropriate transferring techniques
10. Students paint an acrylic painting using learned techniques and appropriate brushes

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11. Students self-assess the work according to the project rubric and make the appropriate revisions as needed
12. While students engage in independent practice, teacher circulates, reviews work and offers feedback as needed.
13. Students document work in a digital portfolio.
14. Students collectively critique both in-process and final drafts.

Unit 4 Evidence of Student Learning

Formative:

- Scaffolding exercises
- Observation
- Homework
- 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:

- Modified assignments

Performance Task:

- Add works to final Portfolio

Differentiation & Inclusive Support Strategies:

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Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

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Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 4 Supplemental Resources

- LGBTQ plus Resources
- Individuals with disabilities Resources
- School databases
- Multimedia Resources
- Student Choice
- Peer Reviews
- Printers and Computers
- Online Resources and videos
- [Amistad Commission](#)
- [Holocaust Commission](#)
- Interactive Projector
- Tiered Learning

- 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

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- 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

Unit 4 Teacher Comments

- Students can investigate and select their own subject matter within the unit of study
- Differentiated vocabulary will be incorporated into every unit. Readings, do-now's, and various other activities will be utilized by the instructor to teach vocabulary.
- Students will make connections to artists and careers through investigation of themes, vocabulary, and visual references as they complete their works.

OCEAN ACADEMY CHARTER HIGH SCHOOL

Unit 5 Overview

Content Area: Visual Arts

Unit 5 Title: Sculpture/Form

Duration: 20 Days

Target Course/Grade Level: 9 -12

Introduction/Unit 5 Focus:

In this unit, students will transform a 2D illustration into a 3D sculpture, exploring the process of turning a flat design into a tangible, three-dimensional form. Beginning with the creation of a design illustration centered around a specific theme or topic, students will translate their ideas from paper to space. They will then move into the realm of three-dimensional art, where they will construct their sculpture using an additive process, such as paper mache.

To start, students will form the basic structure of their sculpture, assembling simple shapes and forms that lay the foundation for their final piece. As the project progresses, students will refine these shapes, adding layers and details to bring their 3D representation closer to the vision of their original illustration. The finishing touches will include painting and adding fine details, enhancing the sculpture with texture, color, and other artistic elements that reflect the theme of their work.

Through this process, students will gain hands-on experience with sculpture-making techniques, develop an understanding of spatial relationships in art, and refine their skills in translating a 2D concept into a 3D reality. This unit allows students to explore the interplay between design and

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craftsmanship while challenging them to think critically about dimension, proportion, and the relationship between visual art forms.

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.

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.

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 for Visual Arts

Creating:

- Explore
- Investigate
- Reflect, Refine, Continue

Performing:

- Select
- Analyze
- Share

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Connecting: <ul style="list-style-type: none"> ➤ Synthesize ➤ Relate 	
Unit 5 Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Unit 5 Anchor Standards	Performance Expectations (Identified with Standard number and statement)
Anchor Standard 1: Generating and conceptualizing Ideas	1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
Anchor Standard 2: Organizing and developing ideas.	1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan. 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
Anchor Standard 3: Refining and completing products.	1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
Anchor Standard 4: Selecting, analyzing, and interpreting work.	1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.
Anchor Standard 7: Perceiving and analyzing products.	1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
Anchor Standard 8: Interpreting intent and meaning.	1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
Anchor Standard 9: Applying criteria to evaluate products.	1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to	1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas

create products.

Unit 5 New Jersey Student Learning Standards: Interdisciplinary Connections

SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Unit 5 New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Disciplinary Concepts-
 Career Awareness and Planning
 Creativity and Innovation
 Critical Thinking and Problem Solving
 Digital Citizenship
 Global and Cultural Awareness
 Technology Literacy

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
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Career Awareness & Planning (Career Awareness, Exploration, Preparation, and Training by the End of Grade 12)

There are strategies to improve one’s professional value and marketability.	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
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<p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p>	<p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p>
<p>Creativity & Innovation (9.4 Life Literacies and Key Skills by the End of Grade 12)</p>	
<p>With a growth mindset, failure is an important part of success.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>
<p>Innovative ideas or innovation can lead to career opportunities.</p>	<p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>
<p>Critical Thinking & Problem Solving (9.4 Life Literacies and Key Skills by the End of Grade 12)</p>	
<p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>
<p>Digital Citizenship (9.4 Life Literacies and Key Skills by the End of Grade 12)</p>	
<p>Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.</p>	<p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</p> <p>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.</p>
<p>Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures</p>	<p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</p>

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and different career fields have changed the nature, content, and responsibilities of many careers.	
Global & Cultural Awareness (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
Information & Media Literacy (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.	9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
Disciplinary Concept	
<ul style="list-style-type: none"> • Technology Literacy 	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Technology Literacy (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and

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selecting the best tool for a given task.	utility for accomplishing a specified task (e.g., W.11-12.6.).
Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	<p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p>
Unit 5 New Jersey Student Learning Standards: Computer Science and Design Thinking	
Disciplinary Concept	
<ul style="list-style-type: none"> • Technology Literacy 	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
Engineers use science, mathematics, and other disciplines to improve technology. Increased collaboration among engineers, scientists, and mathematicians can improve their work and designs. Technology, product, or system redesign can be more difficult than the original design.	8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
Technology, product, or system redesign can be more difficult than the original design.	8.2.12.NT.2: Redesign an existing product to improve form or function.
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	1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when

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<p>and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</p>	<p>addressing global issues including climate change.</p> <p>1.2.12acc.Re7b: Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.</p> <p>1.2.12adv.Re7b: Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception and systemic communications when addressing global issues including climate change.</p>
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Unit 5 Knowledge and Skills

Unit 5 Enduring Understandings

Students will understand that:

- Creativity and innovation are essential life skills that can be developed and nurtured over time.
- Artists and designers explore creative ideas by working within or intentionally breaking away from traditional methods to achieve artistic goals.
- The creative process involves experimenting with different materials, techniques, concepts, and approaches to making art.
- Balancing creativity with responsibility and safety is key to effective and ethical artmaking.
- People shape and are shaped by the objects, spaces, and designs they engage with in everyday life.
- Artistic growth is cultivated through consistent practice, reflection, and constructive critique.

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- Curating, preserving, and presenting art involves thoughtful decisions about materials, methods, venues, and audience.
- Art can communicate complex ideas and lived experiences across time, culture, and geography, fostering appreciation and empathy.
- Engaging in art criticism deepens our ability to interpret meaning and enhances visual literacy.
- Artistic expression provides a way to explore personal perception, cultural context, and human experience.
- Through interaction with art, people develop insight into societal values, history, and identity.

Unit 5 Essential Questions

- What attitudes and conditions help foster creativity and innovative thinking?
- What encourages or discourages people from taking creative risks?
- In what ways does collaboration influence the creative process?
- How do cultural, historical, and artistic traditions inform our creative work?
- Why might an artist choose to follow or diverge from artistic norms?
- How do artists identify the tools, resources, and goals for their creative investigations?
- What processes help artists determine the effectiveness of their work?
- How do trial and error contribute to artistic growth?
- Why is understanding proper care and use of tools, materials, and equipment essential for health and safety?
- What responsibilities come with artistic freedom?
- How do design and object-making shape our environments and communities?

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- How do artists set and achieve design goals for functional or expressive purposes?
- How do artists communicate meaning through their creations?
- What role does persistence play in refining and improving artwork?
- How do artists develop mastery in their craft?
- How does collaborative reflection enrich the experience and understanding of art?
- What are the best ways to care for and preserve artworks, and who is responsible for this?
- How do people choose which artworks to present, and why are these choices important?
- How do personal experiences influence one's connection to art?
- How does learning about visual art affect how we view the world around us?
- What can we learn from our emotional or intellectual responses to artworks?
- How do we define and encounter visual art in our daily lives?
- In what ways does visual art shape our perspectives and values?
- What is the purpose of art criticism, and how does it help us "read" artworks?
- How does the use of visual art vocabulary support deeper interpretation?
- What criteria can be used to evaluate a work of art, and why might they differ?
- How is personal preference different from critical evaluation?
- How can creating art enhance our lives and increase awareness of our surroundings?
- How does art help people express, understand, and reflect on their communities and experiences?
- How does studying and creating art offer insight into different times, cultures, and societies?

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- In what ways can art influence societal views and preserve cultural identity?

Unit 5 Instructional Plan

1. Introduction of pertinent art history and contemporary artists pertaining to the unit pulled from diverse populations.
2. Review of materials and safety for the unit.
3. Review of technique resources (such as video tutorials) for armature building, form shaping, proper use of adhesives and priming followed by small, scaffolding exercises that build up to the final project.
4. Teacher demonstrates how to begin modeling an armature, students follow.
5. Teacher demonstrates how to add volume to the armature and refine the form, students follow.
6. Teacher demonstrates how to smooth and prime the surface of the sculpture, students follow.
7. Teacher demonstrates how to apply paint to the sculpture using a variety of painting techniques, students follow.
8. Students are encouraged to self-assess their work according to the project rubric and make the appropriate revisions as needed throughout the lesson.
9. While students engage in independent practice, teacher circulates, reviews work and offers feedback as needed.
10. Students document work in a digital portfolio.
11. Students collectively critique both in-process and final drafts.

Unit 5 Evidence of Student Learning

Formative:

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

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Summative:

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

Benchmark:

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative:

- Modified assignments

Performance Task:

- Add works to final Portfolio

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes

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- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations

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- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 5 Supplemental Resources

- LGBTQ plus Resources
- Individuals with disabilities Resources
- School databases
- Multimedia Resources
- Student Choice
- Peer Reviews
- Printers and Computers
- Online Resources and videos
- [Amistad Commission](#)
- [Holocaust Commission](#)
- Interactive Projector
- Tiered Learning
- 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

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Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate and 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

Unit 5 Teacher Comments

- Students can investigate and select their own subject matter within the unit of study
- Differentiated vocabulary will be incorporated into every unit. Readings, do-now's, and various other activities will be utilized by the instructor to teach vocabulary.
- Students will make connections to artists and careers through investigation of themes, vocabulary, and visual references as they complete their works.

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OCEAN ACADEMY CHARTER HIGH SCHOOL

Unit 6 Overview

Content Area: Visual Arts

Unit 6 Title: Space/One-Point Perspective

Duration: 15 days

Target Course/Grade Level: 9 -12

Introduction/Unit 6 Focus:

In this unit, students will explore the technique of linear perspective, with a focus on one-point perspective, to create the illusion of depth on a two-dimensional surface. By mastering this method, students will learn how to effectively depict three-dimensional space on a flat plane, using lines and values to give the viewer the impression of depth and distance.

The unit will guide students through the process of understanding how objects appear smaller as they recede into the distance, and how parallel lines seem to converge at a single vanishing point. Students will experiment with applying these principles to their own artwork, learning to create realistic depth and dimension from a variety of angles.

Through this study of one-point perspective, students will not only enhance their technical drawing skills but also develop a deeper understanding of how perspective influences the way we see and interpret the world around us. This unit will give students the tools they need to build more dynamic and convincing compositions, improving their ability to create spatial relationships in their artwork.

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.

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

The instruction shall:

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

Asian Americans and Pacific Islanders (AAPI)

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

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21st Century Themes and Skills

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

Practices for Visual Arts

Creating:

- Explore
- Investigate
- Reflect, Refine, Continue

Performing:

- Select
- Analyze
- Share

Connecting:

- Synthesize
- Relate

Unit 6 Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Unit 6 Anchor Standards

Performance Expectations (Identified with Standard number and statement)

Anchor Standard 1: Generating and conceptualizing Ideas

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Anchor Standard 2: Organizing and developing ideas.

1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and

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	the environment, and demonstrate safe handling of materials, tools and equipment.
Anchor Standard 3: Refining and completing products.	1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
Anchor Standard 4: Selecting, analyzing, and interpreting work.	1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.
Anchor Standard 7: Perceiving and analyzing products.	1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
Anchor Standard 8: Interpreting intent and meaning.	1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
Anchor Standard 9: Applying criteria to evaluate products.	1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art. 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.

Unit 6 New Jersey Student Learning Standards: Interdisciplinary Connections

SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

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- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to various perspectives, summarize points of a agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting

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(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Unit 6 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

Disciplinary Concepts-
Career Awareness and Planning
Creativity and Innovation
Critical Thinking and Problem Solving
Digital Citizenship
Global and Cultural Awareness
Technology Literacy

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
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Career Awareness & Planning (Career Awareness, Exploration, Preparation, and Training by the End of Grade 12)

There are strategies to improve one’s professional value and marketability.	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

Creativity & Innovation (9.4 Life Literacies and Key Skills by the End of Grade 12)

With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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<p>Innovative ideas or innovation can lead to career opportunities.</p>	<p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>
<p>Critical Thinking & Problem Solving (9.4 Life Literacies and Key Skills by the End of Grade 12)</p>	
<p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>
<p>Digital Citizenship (9.4 Life Literacies and Key Skills by the End of Grade 12)</p>	
<p>Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.</p>	<p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</p> <p>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.</p>
<p>Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>	<p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</p>
<p>Global & Cultural Awareness (9.4 Life Literacies and Key Skills by the End of Grade 12)</p>	
<p>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1.,</p>

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	HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
Information & Media Literacy (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.	9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
Technology Literacy (9.4 Life Literacies and Key Skills by the End of Grade 12)	
Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
Unit 6 New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Disciplinary Concept	

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● Technology Literacy	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
Engineers use science, mathematics, and other disciplines to improve technology. Increased collaboration among engineers, scientists, and mathematicians can improve their work and designs. Technology, product, or system redesign can be more difficult than the original design.	8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
Technology, product, or system redesign can be more difficult than the original design.	8.2.12.NT.2: Redesign an existing product to improve form or function.
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.	<p>1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.</p> <p>1.2.12acc.Re7b: Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.</p> <p>1.2.12adv.Re7b: Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception and systemic communications when addressing global</p>

issues including climate change.

Unit 6 Knowledge and Skills

Unit 6 Learning Targets / Objectives

Students will be able to:

- Locate and utilize digital resources that support learning and project goals.
- Interpret and follow step-by-step written instructions accurately.
- Demonstrate an understanding of sequencing by completing tasks in the correct order.
- Find and use visual reference images from a variety of reliable sources.
- Develop thumbnail sketches to plan compositions that reflect foundational design principles.
- Create a preliminary sketch and successfully transfer it to a final surface using appropriate methods.
- Select and apply materials and mediums relevant to the project's objectives.
- Evaluate works in progress and make revisions to improve outcomes.
- Review final artwork to ensure all required elements are included.
- Photograph finished pieces and organize them in a digital portfolio.
- Engage in meaningful and constructive critiques of personal and peer work.
- Maintain a safe, clean, and productive workspace.
- Recognize when and how to appropriately express creativity.
- Identify the difference between one-point and two-point perspective.

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- Create an illustration that demonstrates depth using one-point perspective.
- Apply previously learned techniques to develop a successful mixed media composition.

Unit 6 Enduring Understandings

Students will understand that:

- Creativity and innovation are skills that can be learned, practiced, and refined over time.
- Artists and designers conduct creative investigations by either building upon or challenging traditional practices.
- Exploration of forms, materials, techniques, and ideas is central to the artistic process.
- Responsible use of materials, tools, and spaces balances creative freedom with safety and accountability.
- People design and engage with objects and spaces that influence and enhance their daily lives and environments.
- Artistic excellence is achieved through ongoing practice, reflection, feedback, and revision.
- The presentation and preservation of art involves intentional choices related to technique, format, and audience.
- Artworks—whether displayed in galleries, museums, or public spaces—can communicate cultural, personal, and historical narratives.
- Developing aesthetic and empathetic awareness through art fosters deeper understanding of oneself, others, and the world.
- Critically engaging with art helps uncover meaning, deepen interpretation, and build visual literacy.
- Art can be evaluated using a variety of criteria, and interpretation may differ depending on context and perspective.

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- Artmaking provides a means of personal expression and a way to explore, process, and communicate lived experiences.
- Artistic engagement contributes to one's understanding of society, culture, and history through visual exploration and critical thinking.

Unit 6 Essential Questions

Creativity and Innovation

- What mindsets, environments, and behaviors foster creativity and innovative thinking?
- What encourages or discourages individuals from taking creative risks?
- In what ways does collaboration enhance the creative process?
- How does understanding the history, context, and traditions of art forms inform the creation of new work?
- Why do artists choose to follow or challenge artistic traditions?
- How do artists identify the tools, resources, and criteria needed to pursue an artistic vision?

Artistic Process and Practice

- How do artists and designers approach their work, and how do they assess the effectiveness of their direction?
- How does trial and error contribute to artistic growth?
- What responsibilities come with the freedom to create?
- How do artists care for materials, tools, and equipment to ensure safety and sustainability?
- Why is it important to follow proper safety procedures when working with art materials?

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Design and Impact

- How do objects, spaces, and designs influence daily life and community environments?
- How do artists and designers set goals when creating or reimagining designs?
- What strategies do artists use to ensure their work communicates effectively?

Reflection and Growth

- What role does persistence play in refining and developing artistic work?
- How do artists improve and grow within their discipline?
- How does reflection—individually or collaboratively—deepen our experience with art?

Curation and Preservation

- How are artworks preserved, and who is responsible for their care?
- What methods and criteria are used to select artwork for exhibition or preservation?
- Why do individuals and institutions choose to value and present certain objects or artworks?

Personal and Cultural Connections

- How do personal experiences influence our connection to art?
- How does learning about art shape the way we see and understand the world?
- What can our emotional or intellectual responses to art teach us about ourselves and others?
- How do we encounter and engage with visual art in everyday life?
- In what ways do visual arts influence individual and societal perspectives?

Interpretation and Evaluation

- Why is the process of art criticism important?

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- How can a viewer “read” a work of art as they would a text?
- How does using visual art vocabulary support interpretation and understanding?
- What criteria are used to evaluate a work of art, and why might they vary?
- How does personal taste differ from critical evaluation?
- In what ways does creating art enhance our lives and deepen personal fulfillment?
- How does the process of making art heighten awareness of our environment and surroundings?
- How can individuals use art to reflect on and share their personal experiences and those of their communities?
- How does art help us understand people from different cultures, time periods, and places?
- In what ways can art influence public opinion and societal values?
- How does art serve as a means of preserving history, culture, and everyday life?

Unit 6 Instructional Plan

1. Introduction of pertinent art history and contemporary artists pertaining to the unit pulled from diverse populations.
2. Review of materials and safety for the unit.
3. Introduction to Linear Perspective including all pertinent vocabulary
4. Review of technique resources (such as video tutorials) for linear perspective, specifically one point perspective, followed by small, scaffolding exercises that build up to the final project.
5. Teacher demonstrates how to render one point perspective, students follow.
6. Students create and revise a rough draft for their Linear Perspective Project
7. Students transfer their rough draft onto a clean piece of paper using appropriate transferring techniques
8. Students color their project using previously learned coloring techniques including appropriate highlights, midtones, and shadows to aid in the establishment of depth
9. Students self-assess the work according to the project rubric and make the appropriate revisions as needed

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10. While students engage in independent practice, teacher circulates, reviews work and offers feedback as needed.
11. Students document work in a digital portfolio.
12. Students collectively critique both in-process and final drafts.

Unit 6 Evidence of Student Learning

Formative:

- Scaffolding exercises
- Observation
- Homework
- 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:

- Modified assignments

Performance Task:

- Add works to final Portfolio

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

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- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

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- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 6 Supplemental Resources

- LGBTQ plus Resources
- Individuals with disabilities Resources
- School databases
- Multimedia Resources
- Student Choice
- Peer Reviews
- Printers and Computers
- Online Resources and videos
- [Amistad Commission](#)
- [Holocaust Commission](#)
- Interactive Projector
- Tiered Learning
- 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

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- 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

Unit 6 Teacher Comments

- Students can investigate and select their own subject matter within the unit of study
- Differentiated vocabulary will be incorporated into every unit. Readings, do-now's, and various other activities will be utilized by the instructor to teach vocabulary.
- Students will make connections to artists and careers through investigation of themes, vocabulary, and visual references as they complete their works.