

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Art



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL 6th Grade Fine Arts Curriculum	
Content Area: Visual and Performing Arts	
Course Title: 6th grade Visual and Performing Arts	
Grade Level: 6 grade	
Unit Title	Pacing Guide in Days
Unit Plan 1: Elements of Art	20 days- Spiraled throughout the semester
Unit Plan 2: Principles of Design	10 days
Unit Plan 3: Drawing	10 days- Spiraled throughout the semester
Unit Plan 4: Artist Studies	5 days

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Visual and Fine Arts	
Unit 1 Title: Elements of Art	Duration: 20 Days
Target Course/Grade Level: 6 grade	
Introduction/Unit 1 Focus: In this unit, students will develop a deep understanding of the seven elements of art: line, shape, form, color, value, texture, and space. They will explore each element through hands-on investigations and thoughtful analysis of a variety of artworks. By examining how	

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these elements work together in different pieces, students will learn to recognize their importance and how artists use them to communicate meaning and create visual impact.

Through teacher instruction, engaging videos, and demonstrations, students will build connections between the elements and their own creative projects. They will practice incorporating these elements thoughtfully into their work, experimenting with different techniques to express their ideas in three-dimensional forms. This exploration will encourage students to think critically about how elements like form and space influence the overall design and feel of their artwork.

As students work on their projects, they will be encouraged to reflect on their choices and apply their knowledge of the elements of art. Upon completing their compositions, students will share their understanding by submitting their finished work along with explanations of how they used the elements in their creative process. This unit not only strengthens students' technical skills but also fosters their ability to communicate visually and appreciate the role that the elements of art play in three-dimensional art making.

Disciplinary Concepts of the Unit:

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

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

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

Standard 8.1 Computer Science

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

Standard 8.2 Design Thinking

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

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

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place in the curriculum of elementary and secondary school students.

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

Diversity and Inclusion

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

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

Asian Americans and Pacific Islanders (AAPI)

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

21st Century Themes and Skills

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

Practices - Visual and performing Arts

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Creating: Explore Investigate	Performing: Share	Responding: Analyze	Connecting: Relate
Unit 1 Focus Standards (Major Standards)			
Anchor Standards	Performance Expectations (Identified with Standard number and statement)		
Anchor Standard 1: Generating and conceptualizing Ideas	• 1.5.8.Crla: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the process in traditional or new media. • 1.5.8.Crlb: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. • 1.2.8. Crla: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototype with increased proficiency, divergent thinking, and opportunity for student choice.		
Anchor Standard 2: Organizing and developing ideas.	• 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. • 1.2.8. Cr. lb Organize and design artistic ideas for media arts productions. • 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.		
Anchor Standards 3: Refining and completing products.	• 1.5.8.Cr3a Use criteria to examine, reflect on a plan, revisions for a work of art, and create an artistic statement. • 1.2.8.Cr.3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative and structures, composition, audience and context.		
Anchor Standards 8: Interpreting intent and meaning	• 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristic of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. • 1.2.8.Re8a: Analyze the intent and meanings and content of a variety of media artworks, focusing on intentions, form and detect bias, opinions and stereotypes.		

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Unit 1 New Jersey Student Learning Standards: Interdisciplinary Connections -

- 6.G.A. Solve real-world and mathematical problems involving area, surface area, and volume
1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
 2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas and to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
 3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
 4. Represent three-dimensional figures (e.g., pyramid, triangular prism, rectangular prism) using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Disciplinary Concepts-

Civic Financial Responsibility (9.1)

Career Awareness and Planning (9.2)

Creativity and Innovation (9.4)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
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Individuals can use their talents, resources and abilities to give back.

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

There are a variety of resources available to help navigate the career playing process.

- 9.2.8.CAP.10: Evaluate How careers have evolved regionally, nationally, and globally.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

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Gathering and evaluating knowledge and information from a variety of sources including global perspectives, fosters creativity and innovative thinking.	9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9. 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CI.3: Repurpose an existing resource in an innovative wa (e.g, 2.1.8.SsH, 6.1.8.CivicsPD.2) 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
Unit 1 New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Disciplinary Concept: Computing Systems & Impacts of Computing	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The study of human-computer interaction can improve the design of devices and extend the abilities of humans.	8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices
Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.	8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

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

Unit 1 Knowledge and Skills
Unit 1 Learning Targets (Objectives) Students will be able to.. • Explore different artists online to discover a variety of techniques, images, and creative processes. • Interpret written prompts and instructions to guide their artistic responses. • Incorporate the seven elements of art thoughtfully into their assigned compositions. • Demonstrate understanding by illustrating written information, creating visual representations of text. • Name all seven elements of art and provide examples of each. • Describe the value and purpose of translating textual information into visual illustrations or symbols. • Establish themes or connections between different visual illustrations. • Identify elements of art within images they explore.
Unit 1 Enduring Understandings Students will know... • Creativity and innovative thinking are essential life skills that can be nurtured. Artists and designers develop creative investigations by either following or breaking traditions to achieve their artistic goals. • Artists and designers experiment with materials, forms, media, and concepts, balancing freedom with responsibility and safety while creating meaningful artworks. • Media artists plan and organize their ideas to effectively communicate artistic intent through their work. • Artistic excellence is developed through consistent practice, constructive critique, and reflection, leading to ongoing revision and refinement.

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- The integration and refinement of aesthetic components and principles bring meaning, purpose, and quality to artworks.
- Interpretation and appreciation of artworks require attention to form, context, and personal experience. Analysis of media artworks provides insight into their expressive meaning.
- People gain a deeper understanding of artworks through the process of art criticism.
- Individuals develop aesthetic and empathetic awareness by engaging with art, enriching their understanding of themselves, others, and the world.

Unit 1 Essential Questions

- How do artists generate ideas and shape their artistic intent? In what ways does collaboration influence and expand the creative process? How can we encourage taking creative risks?
- What attitudes and conditions support creativity and innovation? What factors might discourage or encourage people to take creative risks?
- How do knowing the history, contexts, and traditions of art influence the creation of new works? Why might artists choose to follow or break from these traditions?
- How do artists and designers evaluate whether a particular direction in their work is successful? What role does trial and error play in their learning?
- Why is it important for artists to care for and maintain their materials and tools safely? What responsibilities come with creative freedom?
- How do objects, places, and design shape communities and people's lives?
- How can media artworks be constructed to convey clear purpose, meaning, and artistic quality? How do artists refine and improve their work?
- How does persistence contribute to artistic growth and mastery? How does reflecting collaboratively on artwork deepen our experience and understanding?
- What is the value of art criticism? How can viewers "read" a work of art like a text? How does using art vocabulary enhance our understanding and interpretation of artworks?
- How do people relate to and interpret media artworks in different ways?

Unit 1 Instructional Plan

Suggested Activities

- Each week students will be introduced to one of the seven elements of art.
- Students will see videos, take notes and see examples of artists using the elements in their works.

Resources/ Texts

Teacher examples
Videos
Ed puzzles

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➤ Students will demonstrate the elements by completing an “Elements of Art Poster”. At the end of the 45 days, students will have all 7 elements completed on this poster. ➤ Students will complete different activities to show their understanding of the elements and are ready to apply them to their projects.	
Unit 1 Evidence of Student Learning	
Formative: • Observation • Class Participation • Whiteboards/communicators • Think-Pair-Share • Do-Now • Notebook Checks • Writing Prompts • Exit Tickets • Classroom Games • Self-assessment Summative: • Chapter/Unit Test • Quizzes • Presentations • Unit Projects Benchmark: • State Standardized Assessments Alternative: • Modified assignments Performance task ➤ Students will complete an Elements of Art poster.	
Unit 1 Suggested Options for Differentiation	
Special Education	

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

Students with 504 Plans

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

Students at Risk of School Failure

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

Gifted and Talented

- Encourage independent investigations and advanced projects.
- Provide opportunities for experimentation with diverse media (digital, sculpture, mixed media).

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

Multilingual Learners

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

Diversity and Inclusion

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

Unit 1 Supplemental Resources

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

- Interactive Projector
- Rubrics

Social and Emotional Learning New Jersey SEL

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

Self-Awareness

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

Self-Management

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

Social Awareness

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

Responsible Decision-Making

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

Relationship Skills

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

NJDOE Website on Social and Emotional Learning

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

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Unit 1 Teacher Comments

- Students will be able to apply all seven elements into their works of art throughout the semester.

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Unit 2 Overview

Content Area: Visual Arts

Unit 2 Title: Principles of Design

Duration: 10 days

Target Course/Grade Level: 6th

Introduction/Unit 2 Focus:

In this unit, students will dive deeply into the principles of design, exploring how these important concepts help artists create balanced, interesting, and meaningful works of art. Through instructor-led demonstrations, students will learn about different design principles such as balance, contrast, rhythm, emphasis, unity, and more. After observing these demonstrations, students will have the opportunity to experiment with and apply these principles in their own compositions.

As they work on their projects, students will develop a thoughtful understanding of how design principles influence the overall impact of an artwork. They will be encouraged to reflect on their artistic choices, explaining why they selected certain principles and how these choices help communicate their ideas or emotions. This reflection will help students make more intentional decisions in future artwork, reinforcing the ongoing use of design principles across a variety of media and projects.

Throughout the unit, students will also engage with three-dimensional art forms, incorporating their knowledge of design principles into sculptures, models, or mixed-media projects. This hands-on exploration will deepen their understanding of how design works not only on flat surfaces but also in physical space. By the end of the unit, students will be able to thoughtfully use and combine design principles to enhance the quality and meaning of their creative work.

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

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college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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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.

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Practices for Visual and Performing Arts

Creating: Explore Investigate Reflect Continue	Performing: Select Share	Responding: Interpret Perceive	Connecting: Relate
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Unit 2 Focus Standards (Major Standards)

Anchor Standards	Performance Expectations (Identified with Standard number and statement)
Anchor Standard 1: Generating and conceptualizing Ideas	1.5.8.Crla: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the process in traditional or new media. 1.5.8.Crlb: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.2.8. Crla: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototype with increased proficiency, divergent thinking, and opportunity for student choice.

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Anchor Standard 2: Organizing and developing ideas.	1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. 1.2.8. Cr. 1b Organize and design artistic ideas for media arts productions. 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
Anchor Standards 3: Refining and completing products.	1.5.8.Cr3a Use criteria to examine, reflect on a plan, revisions for a work of art, and create an artistic statement. 1.2.8.Cr.3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative and structures, composition, audience and context.
Anchor Standards 4: Selecting, analyzing and interpreting work.	1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of technology. Evaluate a collection or presentation based on this criterion.
Anchor Standards 5: Developing and refining techniques and models or steps needed to create products.	1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
Anchor Standards 6: Conveying meanings through art.	1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.
Anchor Standard 7: Perceiving and analyzing products.	1.2.8.Re7b: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
Anchor Standards 8: Interpreting intent and meaning	1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristic of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
Anchor Standard 10: Synthesizing and relating knowledge and personal	1.5.8.Cn10: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

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experiences to create products.	
Unit 2 New Jersey Student Learning Standards: Interdisciplinary Connections -	
6.G.A. Solve real-world and mathematical problems involving area, surface area, and volume - Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. - Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas and to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. - Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. - Represent three-dimensional figures (e.g., pyramid, triangular prism, rectangular prism) using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	
SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
Disciplinary Concepts- Civic Financial Responsibility (9.1) Career Awareness and Planning (9.2) Creativity and Innovation (9.4)	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Individuals can use their talents, resources and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
There are a variety of resources available to help navigate the career playing process.	9.2.8.CAP.10: Evaluate How careers have evolved regionally, nationally, and globally. 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
Gathering and evaluating knowledge and information	9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g.,

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from a variety of sources including global perspectives, fosters creativity and innovative thinking.	cross-cultural, gender-specific, generational), and determined how the data can best be used to design multiple potential solutions (e.g., RI.7.9.6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). • 9.4.8.CI.3: Repurpose an existing resource in an innovative wa (e.g, 2.1.8.SsH, 6.1.8.CivicsPD.2) • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
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Unit 2 New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Disciplinary Concept
Computer Science
Impacts of Computing

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The study of human-computer interaction can improve the design of devices and extend the abilities of humans.	• 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.	• 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.	• 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options • 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

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

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
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An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.
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Unit 2 Knowledge and Skills

Unit 2 Learning Targets (Objectives)

Students will be able to...

- Identify and explain various principles of design and apply them thoughtfully across different art projects.
- Evaluate their own artwork to decide if adjusting certain design principles would improve the overall composition.
- Research and analyze how different artists use principles of design to enhance their work.
- Understand how incorporating design principles can strengthen the meaning and visual impact of artwork.
- Plan, organize, and create diverse projects that effectively use design principles to communicate ideas.

Unit 2 Enduring Understandings

Students will know...

- Creativity and innovative thinking are valuable life skills that artists develop by exploring new ideas and sometimes breaking from traditional methods.
- Media artists use imagination and creative processes to transform concepts into artistic expressions.
- Artists and designers experiment with materials, forms, and techniques while balancing freedom and responsibility to create meaningful artworks.
- Developing artistic excellence requires ongoing practice, reflection, critique, and refinement.
- Media artists thoughtfully combine different media and content to create complex and unified artworks that communicate clear artistic intent.
- Artists and curators consider various methods and criteria when selecting, preserving, and presenting artworks in museums or other venues.
- Artistic works communicate cultural, social, and political experiences, helping to cultivate appreciation and understanding.

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- Engaging in art criticism helps viewers interpret meanings and appreciate artworks based on form, context, and personal experience.
- Creating media artworks allows people to explore and deepen their awareness of culture, knowledge, and personal experiences.
- Individual aesthetic and empathetic awareness developed through art fosters greater understanding of self, others, and the world.

Unit 2 Essential Questions

- What kinds of environments, attitudes, and behaviors encourage creativity and the willingness to take artistic risks? How does collaboration impact the creative process?
- How do media artists generate ideas and decide the direction of their work? How do they learn from trial and error?
- In what ways do artists maintain their tools and materials safely and responsibly, and why is this important?
- How do artists and designers use design principles to effectively communicate meaning in their artworks?
- What role does persistence and reflection play in improving and completing artistic projects?
- How are artworks selected, cared for, and presented for public viewing? What criteria influence these decisions?
- How do time, place, audience, and cultural context shape the presentation and interpretation of media artworks?
- How do media artworks function to convey meaning and influence viewers' experiences?
- What impact does learning about art have on how we see the world and relate to others?
- How does engaging in the creation and critique of art enrich people's lives and deepen their connection to their communities?
- How can understanding and using art vocabulary enhance our ability to "read" and interpret artworks?
- Why do artists sometimes choose to follow or break with artistic traditions, and how do they select resources for their investigations?

Unit 2 Instructional Plan

- Introduce the 7 Principles of Design throughout each lesson.
- Review each Principle weekly and throughout each lesson and project to check for understanding
- Give students small practice tasks to help them remember to incorporate the Principles into their art work
- Show students images of the artist's work and review what principles of design are included in each one.

Unit 2 Evidence of Student Learning

Formative:

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

Summative:

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

Benchmark:

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Performance Task

- Students will create a project that shows all elements of art in one project.

Unit 2 Suggested Options for Differentiation

Special Education

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

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

Students with 504 Plans

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

Students at Risk of School Failure

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

Gifted and Talented

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

Multilingual Learners

- Collaborate with ESL/MLL teachers.

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

Diversity and Inclusion

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

Unit 2 Supplemental Resources

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

Social and Emotional Learning New Jersey SEL

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

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Self-Awareness

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

Self-Management

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

Social Awareness

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

Responsible Decision-Making

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

Relationship Skills

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

NJDOE Website on Social and Emotional Learning

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

Teacher Comments

OCEAN ACADEMY CHARTER SCHOOL

Unit 3 Overview

Content Area: Visual Arts

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Unit 3 Title: Drawing	Duration :10 days
Target Course/Grade Level: 9 -12	
Introduction/Unit 3 Focus: In this unit, students will create a personal sketchbook filled with drawings inspired by topics that interest them. They will have the opportunity to experiment with different drawing materials such as charcoal, pencil, and pen, learning how each tool produces unique effects and textures. Throughout their work, students will focus on developing an understanding of the art element called value, which involves exploring light and dark areas to create depth, contrast, and mood in their drawings. As they build their skills, students will reflect on how value can enhance the overall composition and bring their ideas to life. To celebrate their progress and creativity, students will share their favorite sketches with their classmates through a slideshow presentation, allowing them to explain their artistic choices and receive feedback. This unit encourages both individual exploration and the development of technical skills, helping students build confidence in their drawing abilities while expressing their personal interests through art. 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.

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

Asian Americans and Pacific Islanders (AAPI)

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

21st Century Themes and Skills

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

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Practices for Visual and Performing Arts		
Creating: Explore, Reflect, refine and continue	Performing: Share Select	Connecting: Relate
Unit 3 Focus Standards (Major Standards)		
Anchor Standards	Performance Expectations (Identified with Standard number and statement)	
Anchor Standard 1: Generating and conceptualizing ideas.	1.5.8.Crla: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the process in traditional or new media. 1.5.8.Crlb: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.2.8.Crla: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototypes with increased proficiency, divergent thinking, and opportunity for student choice.	
Anchor Standard 2: Organizing and developing ideas.	1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. 1.2.8.Cr2b: Critique plans, prototype and production processes considering purposeful and expressive intent.	
Anchor Standards 3: Refining and completing products.	1.5.8.Cr3a Use criteria to examine, reflect on a plan, revisions for a work of art, and create an artistic statement. 1.2.8.Cr3a: Experiment with and implement approaches that integrate content and stylistic conventions.	

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Anchor Standards 5: Developing and refining techniques and models or steps needed to create products.	1.5.8.Pr5a: Individually or collaboratively prepare and present three-based artwork for display and formulate exhibitions narratives.
Anchor Standards 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
Unit 3 New Jersey Student Learning Standards: Interdisciplinary Connections -	
6.G.A. Solve real-world and mathematical problems involving area, surface area, and volume 9. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. 10. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas and to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. 11. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. 12. Represent three-dimensional figures (e.g., pyramid, triangular prism, rectangular prism) using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	
SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
Disciplinary Concepts- Civic Financial Responsibility (9.1) Career Awareness and Planning (9.2) Creativity and Innovation (9.4)	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Individuals can use their talents, resources and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

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There are a variety of resources available to help navigate the career playing process.	● 9.2.8.CAP.10: Evaluate How careers have evolved regionally, nationally, and globally. ● 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
Gathering and evaluating knowledge and information from a variety of sources including global perspectives, fosters creativity and innovative thinking.	● 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9. 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). ● 9.4.8.CI.3: Repurpose an existing resource in an innovative wa (e.g, 2.1.8.SsH, 6.1.8.CivicsPD.2) ● 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
Unit 3 New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Disciplinary Concept	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The study of human-computer interaction can improve the design of devices and extend the abilities of humans.	8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.	8.1.8.CS4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

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

Unit 3 Knowledge and Skills
Unit 3 Learning Targets (Objectives) • Interpret drawing prompts based on different themes. • Use pencil techniques to blend shadows smoothly and create volume. • Create a sketchbook filled with drawings inspired by related themes and the work of various artists. • Explore online tutorials to learn new drawing materials, techniques, and processes. • Use charcoal pencils effectively for blending and adding depth to their drawings. • Draw objects accurately in proportion to their surroundings. • Understand how the elements of art contribute to creating realistic drawings.
Unit 3 Enduring Understandings Students will know... • Artists and designers experiment with materials, forms, and approaches, balancing creativity with responsibility and safety while creating meaningful works. • Creativity and innovative thinking are important skills that artists develop by exploring ideas and sometimes breaking traditional rules. • Media arts inspire creative expression by using imagination and a variety of creative processes to transform ideas into art. • Developing skill and artistic quality comes through persistent practice, constructive critique, and thoughtful revision over time. • Media artists use diverse skills and problem-solving techniques to refine and communicate their artistic intentions. • Understanding connections to culture, history, and everyday life enriches an artist's work and deepens its meaning. • People gain knowledge about society and culture by engaging with and analyzing artwork from different times and places. • Artists, curators, and others carefully consider evolving methods and technologies when preparing artworks for presentation or preservation.

Unit 3 Essential Questions

- What kinds of attitudes and behaviors support creativity and encourage taking creative risks? How does working with others enhance the creative process?
- How do artists decide if a direction in their work is successful? What role does trial and error play in learning and improving?
- How do artists care for their tools and materials, and why is following safety procedures important?
- How do artists use their knowledge of history, culture, and traditions to inspire new creations? Why might an artist choose to follow or break from traditions?
- How can reflection and collaboration help artists improve their work and experience it more deeply?
- How does art help us understand people's lives from different cultures, times, and places? In what ways does art influence society's views?
- How do media artists use various tools and techniques to develop and share their ideas?
- What criteria do artists and curators use when selecting artwork for display or preservation, and how does refining artwork affect its meaning for viewers?

Unit 3 Instructional Plan

- Students will practice shading two dimensional and three dimensional objects using pencils and charcoal.
- Students will draw from imagination as well as from still life setups. They will practice drawing objects in proportion to the other objects in a composition.
- Students will produce 8-10 sketches of their choice from weekly themes given by the teacher.

Unit 3 Evidence of Student Learning

Formative:

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

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Summative:

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

Benchmark:

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Performance Task

- Students will share a portfolio with the class and teacher of all concepts learned.

Unit 3 Suggested Options for Differentiation

Special Education

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

Students with 504 Plans

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

Students at Risk of School Failure

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

Gifted and Talented

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

Multilingual Learners

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

Diversity and Inclusion

- Highlight diverse artists, cultures, and perspectives in lessons and projects.
- Provide alternative project formats that respect students’ cultural and personal

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identities.

- Use visuals, timelines, and multimedia resources alongside text.
- Establish inclusive norms for critiques and discussions (respectful, supportive).
- Avoid slang and idioms; use precise academic/art vocabulary.
- Encourage family and community involvement in art showcases or projects.
- Provide sufficient wait time for responses and participation.
- Create a safe, structured, and inclusive classroom climate that values all voices.

Unit 3 Supplemental Resources

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

Social and Emotional Learning New Jersey SEL

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

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

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- 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

NJDOE Website on Social and Emotional Learning

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

Teacher Comments

OCEAN ACADEMY CHARTER SCHOOL

Unit 4 Overview

Content Area: Visual Arts

Unit 4 Title: Artist Studies

Duration: 5 days
throughout the
semester

Target Course/Grade Level: 6th grade

Introduction/Unit Focus:

In this unit, students will explore and learn about different types of artists working in today's world. They will study a variety of artworks and take time to interpret what these artists are expressing through their work. Students will choose artists and pieces that interest them the most and complete a special project called an artist study. Through this project, they will research and reflect on the style, techniques, and messages of contemporary artists.

Additionally, students will make connections between the artists they study today and the famous master artists from the past. By comparing and contrasting these artists, students will gain a deeper understanding of how art has evolved over time and how past artists continue to influence modern creators.

Throughout the unit, students will create their own drawings inspired by the artists they have researched. At the end of the unit, they will present their work and share their discoveries in a slideshow presentation. This will help students practice explaining their ideas and expressing what they have learned about different artists and their art styles.

In completing these activities and projects, students will also build their three-dimensional art skills, adding depth and perspective to their drawings, which enhances their overall artistic understanding.

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.

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

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

Diversity and Inclusion

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

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

Asian Americans and Pacific Islanders (AAPI)

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

21st Century Themes and Skills

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

Practices for Visual and Performing Arts

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

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needed to create products.	
Anchor Standards 6: Conveying meanings through art.	1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.
Anchor Standard 7: Perceiving and analyzing products.	1.2.8.Re7b: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
Anchor Standards 8: Interpreting intent and meaning	1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristic of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	1.5.8.Cn10: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

Unit 4 New Jersey Student Learning Standards: Interdisciplinary Connections -

- 6.G.A. Solve real-world and mathematical problems involving area, surface area, and volume
13. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
 14. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas and to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
 15. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
 16. Represent three-dimensional figures (e.g., pyramid, triangular prism, rectangular prism) using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Disciplinary Concepts Civic Financial Responsibility (9.1) Career Awareness and Planning (9.2) Creativity and Innovation (9.4)	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Individuals can use their talents, resources and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
There are a variety of resources available to help navigate the career playing process.	9.2.8.CAP.10: Evaluate How careers have evolved regionally, nationally, and globally. 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
Gathering and evaluating knowledge and information from a variety of sources including global perspectives, fosters creativity and innovative thinking.	9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9. 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CI.3: Repurpose an existing resource in an innovative wa (e.g, 2.1.8.SsH, 6.1.8.CivicsPD.2) 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
Unit 4 New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Disciplinary Concept Computing Systems Impact of Computing	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The study of human-computer interaction can improve the design of devices and extend the abilities of humans.	8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

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Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.	8.1.8.CS4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

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.	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.

Unit 4 Knowledge and Skills

Unit 4 Learning Targets (Objectives)

Students will be able to...

- Recognize and describe different artists and the types of artwork they create.
- Explain why artists choose specific materials and media for their work.
- Use what they learn from studying various artists to create their own artwork.
- Identify artworks from different historical time periods and understand their significance.

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- Reflect on the meaning behind their own artwork and how it might affect viewers.
- Understand the steps involved in setting up an art show and how to make their artwork ready for display.

Unit 4 Enduring Understandings

Students will know...

- Creativity and innovative thinking are important skills that can be developed and used by artists to explore new ideas and challenge traditions.
- Artists and designers experiment with different forms, materials, and media while balancing creativity with safety and responsibility.
- Through practice, reflection, and feedback, artists improve their skills and refine their artwork over time.
- Media artists use a variety of sources, including imagination and creative processes, to transform ideas into artistic expression.
- Presenting and sharing artwork involves considering how to communicate meaning and connect with different audiences in social and cultural contexts.
- Artists, curators, and presenters carefully select, preserve, and display artworks using different techniques and criteria.
- Engaging with art builds empathy and understanding of ourselves, others, and the world around us.
- Art criticism helps viewers gain deeper insights by analyzing artworks based on form, context, and personal experience.
- Creating and sharing art helps people develop awareness of culture, history, and their own communities.

Unit 4 Essential Questions

- What attitudes and conditions help support creativity and taking creative risks? How can collaboration improve the creative process?
- How do artists decide which materials and techniques to use in their work? How do they learn and improve through trial and error?
- How do artists balance freedom in creating with responsibilities like safety and care for their tools and materials?
- What makes an artwork “complete”? How do artists know when to stop refining their work?
- How are artworks preserved, presented, and valued by museums and other venues? What criteria guide these decisions?
- How do artworks communicate meaning and influence how audiences experience them?
- In what ways does learning about art and artists help us understand different cultures, histories, and societies?

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- How can we “read” a work of art like a text, and why is it important to use art vocabulary when interpreting artworks?
- How does creating and sharing art help us connect with our surroundings and community?
- What roles do time, place, audience, and context play when presenting or sharing art?

Unit 4 Instructional Plan

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

Unit 4 Evidence of Student Learning

Formative:

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

Summative:

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

Benchmark:

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Performance Task

- Students will make an art portfolio showing all elements learned and applied.

Unit 4 Suggested Options for Differentiation

Special Education

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

Students with 504 Plans

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

Students at Risk of School Failure

- Provide visuals, demonstrations, and outlines for multi-step projects.
- Pre-teach and reinforce vocabulary and concepts.
- Provide structured project checklists and frequent teacher feedback.
- Break down larger assignments into smaller, manageable tasks.
- Assign peer support when appropriate.
- Provide preferential seating and clear routines.
- Connect projects to real-life or cultural examples to increase engagement.

- Celebrate effort and process, not just final product.
-

Gifted and Talented

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

Multilingual Learners

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

Diversity and Inclusion

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

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

Social and Emotional Learning New Jersey SEL

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

Self-Awareness

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

Self-Management

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

Social Awareness

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

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- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

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

NJDOE Website on Social and Emotional Learning

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

Teacher Comments