

Pine Hill Public Schools Curriculum

Content Area:		Electives	
Course Title/ Grade Level:		Graphics/Web Design II	
Unit 1:	Review of Photoshop and Digital Cameras. Introduction to Video Cameras and Videos	Month:	September - October
Unit 2:	Review/Intro to Dreamweaver- Creating websites with videos linked to site	Month:	November
Unit 3:	Creating a website using roll over buttons and animation	Month:	December
Unit 4:	Incorporating music and pop up windows into websites	Month:	January
Unit 5:	Creating publications in Publisher. Linking to Web Sites	Month:	February
Unit 6:	Creating a TV Commercial and restaurant review in a video	Month:	March
Unit 7:	Using Green Screen for photos and videos	Month:	April
Unit 8:	DVD Creation/Prep for Art Show	Month:	May
Unit 9:	Digital Portfolio Creation	Month:	June
Date Created or Revised:		1/2013	
BOE Approval Date:		2/26/13	

**Pine Hill Public Schools
Curriculum**

Unit Title – Review of Photoshop and Digital Cameras. Introduction to Video Cameras and Videos		Unit #: 1
Course or Grade Level: Graphics/Web Design II		Length of Time: 8 week
Date Created: June 2012		BOE Approval Date:
Pacing	8 Weeks	
Essential Questions	<ul style="list-style-type: none"> • What kind of program is Photoshop? • How are the tools used in Photoshop ? • How would you edit photos in Photoshop? • How are pictures exported to the web in Photoshop? • What are the parts of a digital camera? • What is the difference between the aperture and the shutter • What is the difference between portrain and landscape photos? • What color modes RGB vs CMYK are used in various situations? • What are the parts of a video camera? • How do you frame a shot on a video camera? • What is a video scene and a transition? • What are the parts in Windows Movie Maker? • What format is a video exported? 	
Content	<ul style="list-style-type: none"> • Tools in Photoshop • Editing photos • Camera workings • Rule of Thirds • Transferring files • Color Theory • Composition • Using Windows Movie Maker • Formats for exporting media 	
Skills	<ul style="list-style-type: none"> • Computer skills • Camera skills • Software skills • Composition • Organizing Skills 	
Assessments	<ul style="list-style-type: none"> • Classwork • Projects • Notes • Tests 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use of BYOT, • Lecture, • Demonstrations, • Hands On training using computers and cameras. • Use participation rubric 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Writing, • Note taking • Math, • Organization Skills 	

Lesson resources / Activities	<ul style="list-style-type: none"> • Lecture – Demos • Computers • Software – Photoshop/Dreamweaver • Organizational Handouts • Internet You-Tube Instructional Videos • Scanner • Workings of various printers • Projects • Working in groups
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Pine Hill Public Schools Curriculum	
Unit Title – Review/Intro to Dreamweaver- Creating websites with videos linked to site	Unit #: 2
Course or Grade Level: Graphics/Web Design II	Length of Time: 4 week
Date Created: June 2012	BOE Approval Date:
Pacing	4 Weeks
Essential Questions	<ul style="list-style-type: none"> • What are the first three rules for a website creation? • How Dreamweaver differs from Photshop ? • How to blue print a website? • Why do you create a website in Photoshop before Dreamweaver? • How to set up a folder to create a website • What is a website? • How do I create a website? • How do you move page to page on a website? • How do web sites navgate? • How do you link videos to from outside source to website
Content	<ul style="list-style-type: none"> • Dreamweaver tools • Transferring files from Photoshop to Dreamweaver • How websites work • Linking pages • Creating email links • Using photos as links • Out source videos to School Tube • Imbedding videos in a website
Skills	<ul style="list-style-type: none"> • Computer skills • Camera skills • Software skills • Composition • Organizing Skills • Website skills • Video Skills

Assessments	<ul style="list-style-type: none"> • Classwork • Projects • Notes • Tests • Peer Assessments
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use of BYOT, • Lecture, • Demonstrations, • Hands On training using computers and cameras. • Use participation rubric
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Writing, • Note taking • Math, • Organization Skills
Lesson resources / Activities	<ul style="list-style-type: none"> • Lecture – Demos • Computers • Software – Photoshop/Dreamweaver • Organizational Handouts • Internet You-Tube Instructional Videos • Scanner • Workings of various printers • Projects • Working in groups

**Pine Hill Public Schools
Curriculum**

Unit Title – Creating a website using roll over buttons and animation

Unit #: 3

Course or Grade Level: Graphics/Web Design II

Length of Time: 4 week

Date Created: June 2012

BOE Approval Date:

Pacing

4 Weeks

Essential Questions

- What is a rollover button?
- What programs can be used to create a rollover button?
- How does the program Flash differ from other used in class?
- Who do you import flash files?

Content

- Dreamweaver
- Flash
- Photoshop
- Creating rollover buttons
- Importing files into websites

Skills

- Computer skills
- Software skills
- Composition
- Organizing Skills
- Website skills
- Video Skills

Assessments

- Classwork
- Projects
- Notes
- Tests
- Peer Assessments

Interventions / differentiated instruction

- Use of BYOT,
- Lecture,
- Demonstrations,
- Hands On training using computers and cameras.
- Use participation rubric

Inter-disciplinary Connections

- Writing,
- Note taking
- Math,
- Organization Skills

Lesson resources / Activities

- Lecture – Demos
- Computers
- Software – Photoshop/Dreamweaver
- Organizational Handouts
- Internet You-Tube Instructional Videos
- Scanner
- Workings of various printers
- Projects
- Working in groups

**Pine Hill Public Schools
Curriculum**

Unit Title – Incorporating music and pop up windows into websites **Unit #: 4**

Course or Grade Level: Graphics/Web Design II **Length of Time: 4 week**

Date Created: June 2012 **BOE Approval Date:**

Pacing 4 Weeks

Essential Questions

- What file formats are acceptable for websites?
- What are the various file types? WMF, Quick Time, MP3
- What are the differences between PC and Mac?
- How is music placed into a website?
- What is a pop up window and how it is used?
- Durrerencieate the settings for a pop up window and a regular html window.

Content

- Dreamweaver
- Flash
- Photoshop
- Creating rollover buttons
- Importing files into websites

Skills

- Computer skills
- Software skills
- Composition
- Organizing Skills
- Website skills
- Music formating
- creating pop up windows

Assessments

- Classwork
- Projects
- Notes
- Tests
- Peer Assessments

Interventions / differentiated instruction

- Use of BYOT,
- Lecture,
- Demonstrations,
- Hands On training using computers and cameras.
- Use participation rubric

Inter-disciplinary Connections

- Writing,
- Note taking
- Math,
- Organization Skills

Lesson resources / Activities	<ul style="list-style-type: none"> • Lecture – Demos • Computers • Software – Photoshop/Dreamweaver • Organizational Handouts • Internet You-Tube Instructional Videos • Scanner • Workings of various printers • Projects • Working in groups
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Pine Hill Public Schools Curriculum	
Unit Title – Creating publications in Publisher. Linking to Web Sites	
Unit #: 5	
Course or Grade Level: Graphics/Web Design II	Length of Time: 4 week
Date Created: June 2012	BOE Approval Date:
Pacing	4 Weeks
Essential Questions	<ul style="list-style-type: none"> • What is MS Publisher? • What kind of documents can be made in Publisher? • Can MS Publisher documents be linked to a website?
Content	<ul style="list-style-type: none"> • Dreamweaver • MS Publisher • Creating various documents and linking to websites • How to FTP documents • Importing files into websites
Skills	<ul style="list-style-type: none"> • Computer skills • Software skills • Composition • Organizing Skills • Website skills • Music formating • creating pop up windows
Assessments	<ul style="list-style-type: none"> • Classwork • Projects • Notes • Tests • Peer Assessments
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use of BYOT, • Lecture, • Demonstrations, • Hands On training using computers and cameras. • Use participation rubric

Inter-disciplinary Connections	<ul style="list-style-type: none"> • Writing, • Note taking • Math, • Organization Skills
Lesson resources / Activities	<ul style="list-style-type: none"> • Lecture – Demos • Computers • Software – Dreamweaver/MS Publisher • Organizational Handouts • Internet You-Tube Instructional Videos • Scanner • Workings of various printers • Projects • Working in groups

Pine Hill Public Schools Curriculum	
Unit Title – Creating a TV Commercial video for musical	Unit #: 6
Course or Grade Level: Graphics/Web Design II	Length of Time: 4 week
Date Created: June 2012	BOE Approval Date:
Pacing	4 Week
Essential Questions	<ul style="list-style-type: none"> • What is incorporated into a TV commercial? • How to interview someone for a commercial? • What are the rolls of the producer, director, camera people, editors etc? • How would your use storyboards to create your commerical? • When to add transitions inbetween scenes?
Content	<ul style="list-style-type: none"> • Types of commercials • Writing scripts • Creating storyboards • Working with sound equipment? • Filming videos • Editing videos • Editing sound • Photography
Skills	<ul style="list-style-type: none"> • Computer skills • Software skills • Composition • Organizing Skills • Website skills • Music formating • Writing • Editing sound and video skills • Photography skills

Assessments	<ul style="list-style-type: none"> • Classwork • Projects • Notes • Tests • Peer Assessments
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use of BYOT, • Lecture, • Demonstrations, • Hands On training using computers and cameras. • Use participation rubric
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Writing, • Note taking • Math, • Organization Skills
Lesson resources / Activities	<ul style="list-style-type: none"> • Lecture – Demos • Computers • Software – Dreamweaver/MS Publisher • Organizational Handouts • Internet You-Tube Instructional Videos • Scanner • Workings of various printers • Projects • Working in groups

**Pine Hill Public Schools
Curriculum**

Unit Title – Using Green Screen for photos and videos		Unit #: 7
Course or Grade Level: Graphics/Web Design II		Length of Time: 4 week
Date Created: June 2012		BOE Approval Date:
Pacing	4 Week	
Essential Questions	<ul style="list-style-type: none"> • What is green screen photography? • How do you set up a green screen? • Why is lighting so important to green screen photography? • How do you remove the green screen? • What do you replace the green screen with? 	
Content	<ul style="list-style-type: none"> • Photography • Green screen theory • Editing photos • Manipulating the green screen 	
Skills	<ul style="list-style-type: none"> • Computer skills • Software skills • Composition • Organizing Skills • Photography skills • Green screen skills 	
Assessments	<ul style="list-style-type: none"> • Classwork • Projects • Notes • Tests • Peer Assessments 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use of BYOT, • Lecture, • Demonstrations, • Hands On training using computers and cameras. • Use participation rubric 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Writing, • Note taking • Math, • Organization Skills 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Lecture – Demos • Computers • Software – Photoshop • Organizational Handouts • Internet You-Tube Instructional Videos • Projects • Working in groups 	

**Pine Hill Public Schools
Curriculum**

Unit Title – DVD Creation/Prep for Art Show		Unit #: 8
Course or Grade Level: Graphics/Web Design II		Length of Time: 4 week
Date Created: June 2012		BOE Approval Date:
Pacing	4 Week	
Essential Questions	<ul style="list-style-type: none"> • What are various ways to display work besides printing and mounting? • How would you display work on a DVD? • What software would you use to create a DVD? 	
Content	<ul style="list-style-type: none"> • Photography • DVD creation • Software editing • Selecting the appropriate music 	
Skills	<ul style="list-style-type: none"> • Computer skills • Software skills • Composition • Organizing Skills • Photography skills • DVD creation skills 	
Assessments	<ul style="list-style-type: none"> • Classwork • Projects • Notes • Tests • Peer Assessments 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use of BYOT, • Lecture, • Demonstrations, • Hands On training using computers and cameras. • Use participation rubric 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Writing, • Note taking • Math, • Organization Skills 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Lecture – Demos • Computers • Software – Photoshop • Organizational Handouts • Internet You-Tube Instructional Videos • Projects • Working in groups 	

**Pine Hill Public Schools
Curriculum**

Unit Title – Digital Portfolio Creation		Unit #: 9
Course or Grade Level: Graphics/Web Design II		Length of Time: 4 week
Date Created: June 2012		BOE Approval Date:
Pacing	4 Week	
Essential Questions	<ul style="list-style-type: none"> • What are various ways to display work besides printing and mounting? • How would you display work on a DVD? • What software would you use to create a DVD? 	
Content	<ul style="list-style-type: none"> • Photography • DVD creation • Software editing • Selecting the appropriate music • DVD or Blue Ray 	
Skills	<ul style="list-style-type: none"> • Computer skills • Software skills • Composition • Organizing Skills • Photography skills • DVD creation skills 	
Assessments	<ul style="list-style-type: none"> • Classwork • Projects • Notes • Tests • Peer Assessments 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use of BYOT, • Lecture, • Demonstrations, • Hands On training using computers and cameras. • Use participation rubric 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Writing, • Note taking • Math, • Organization Skills 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Lecture – Demos • Computers • Software – Photoshop • Organizational Handouts • Internet • Projects • Working in groups 	

2009 NJCCCS

Standard: 9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

8.1. Educational technology. All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaboratively and to create and communicate knowledge

8.2 All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Strand(s): C. Arts, A/V Technology, & Communications Career Cluster

Design: Critical Thinking, Problem Solving, and Decision-Making

D. Visual Art

Content Statement(s): Academic Foundations:

Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.

How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance

All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information. Technology is used to access, manage, integrate, and disseminate information.

The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

9.4.12.C.(6).3 Explain what and how specific works of art communicate meaning and how they are used as a means to express ideas.

9.4.12.C.19 Employ technological tools to expedite workflow.

9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents

9.4.12.C.9 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.

9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.

9.4.12.C.19 Employ technological tools to expedite workflow.

9.4.12.C.(1).5 Edit audio and video productions to demonstrate basic production system skills.

9.4.12.C.(1).6 Design an audio-video production to acquire an understanding of the entire production process

9.4.12.C.21 Operate Internet applications to perform tasks.

	<p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>8.2.2.B.2 Investigate the influence of a specific technology on the individual, family, community, and environment.</p>
	<p>9.4.12.C.21 Operate Internet applications to perform tasks.</p> <p>9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p>

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
Core Curriculum Standards**

2009 NJCCCS VISUAL & PERFORMING ARTS

Standard: 1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Strand(s): D. Visual Art

Content Statement(s):	CPI # / CPI(s):
Content: Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.	1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes
Content: Stimuli for the creation of artworks can come from many places, including other arts disciplines.	1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

Standard: 1.2 History of the Arts & Culture All students will understand the role, development and influence of the arts throughout history and across cultures.

Strand(s): D. Visual Art

Content Statement(s):	CPI # / CPI(s):
Content: Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.	1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

Content: Stimuli for the creation of artworks can come from many places, including other arts disciplines.	1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
Standard: 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
Strand(s): D. Visual Art	
Content Statement(s):	CPI # / CPI(s):
Content: How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance	1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
Content: Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.	1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
Content: The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.	1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
Content: Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.	1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
Standard: 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.	
Strand(s): A. Aesthetic Responses	
Content Statement(s):	CPI # / CPI(s):
Content: Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.	1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
Content: Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
Content: Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
Strand(s): B Critique Methodologies	
Content Statement(s):	CPI # / CPI(s):
Content: Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

Content: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
Content: Art and art-making reflect and affect the role of technology in a global society.	1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
2009 NJCCCS 21st CENTURY LIFE & CAREERS	
Standard: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
Strand(s): A. Critical Thinking and Problem Solving	
Content Statement(s):	CPI # / CPI(s):
The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	Strand(s): A. Critical Thinking and Problem Solving
Strand(s): C. Collaboration, Teamwork, and Leadership	
Content Statement(s):	CPI # / CPI(s):
Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.	9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
Standard: 9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.	
Strand(s): C. Career Preparation	
Content Statement(s):	CPI # / CPI(s):
Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C. Assess and modify Personalized Student Learning Plans to support declared career goals.
	9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
	9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.
	9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
	9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.

	9.3.12.C.18 Determine how an individual's driving record (e.g., tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.21 Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
2009 NJCCCS Career & Technical Education	
Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.	9.4.12.C.(6).1 Research the history of the visual arts and analyze the role of the visual arts in society to develop a broad understanding of the nature and scope of the pathway.
	9.4.12.C.(6).2 Analyze how elements and principles are applied in a broad range of specific works of art.
	9.4.12.C.(6).3 Explain what and how specific works of art communicate meaning and how they are used as a means to express ideas.
Employability skills and career and entrepreneurship opportunities build the capacity for successful careers in a global economy.	9.4.12.C.(6).4 Research careers and the qualifications they require to build an understanding of opportunities of the pathway.
	9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents.

	9.4.12.C.9 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
Technology is used to access, manage, integrate, and disseminate information.	9.4.12.C.19 Employ technological tools to expedite workflow.
	9.4.12.C.21 Operate Internet applications to perform tasks.
	9.4.12.C.23 Operate presentation applications to prepare and deliver presentations.
Roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment impact business operations.	9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
Technical knowledge and skills play a role in all careers within the cluster and pathway.	9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.
	9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway
	9.4.12.C.(1).5 Edit audio and video productions to demonstrate basic production system skills.
	9.4.12.C.(1).6 Design an audio-video production to acquire an understanding of the entire production process
2009 NJCCCS Technology	
8.1. Educational technology. All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaboratively and to create and communicate knowledge	
Strand(s): D. Digital Citizenship	
Content Statement(s):	CPI # / CPI(s):

Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.			8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines.			
<u>21st Century Themes</u>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<u>21st Century Skills</u>						
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	