

## Pine Hill Public Schools Curriculum

Content Area:		Electives	
Course Title/ Grade Level:		Digital Painting/ 10-12	
Unit 1:	Introduction to Fine & Digital Art/ Scanning Basics	Month:	1 <sup>st</sup> 1/2 of September
Unit 2:	Photoshop Selection Tools/ Layer Basics/	Month:	2 <sup>nd</sup> 1/2 of Sept-1 <sup>st</sup> 1/2 of October
Unit 3:	Masks & Channels/Filters	Month:	2 <sup>nd</sup> 1/2 of October-November
Unit 4:	Digital & Traditional Image Compositing	Month:	December-January
Unit 5:	Digital & Traditional Pastel Techniques	Month:	February
Unit 6:	Digital & Traditional Oil Painting	Month:	March-1 <sup>st</sup> 1/2 of April
Unit 7:	Printing to Unusual Surfaces	Month:	2 <sup>nd</sup> 1/2 April- 1 <sup>st</sup> 1/2 of May
Unit 8:	Image Presentation/Matting/Exhibit	Month:	2 <sup>nd</sup> 1/2 of May
Unit 9:	Media Exploration/ Career Opportunities	Month:	June
Date Created or Revised:		6-27-12 M. Gummo	
BOE Approval Date:		07/17/2012	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Introduction to Fine &amp; Digital Art/ Scanning Basics</b>		<b>Unit # 1</b>
<b>Course or Grade Level: 10-12</b>		<b>Length of Time: 1<sup>st</sup> 1/2 of September</b>
<b>Pacing</b>	8 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the differences between Fine and Digital Art?</li> <li>• What is the correct resolution and color space for a scanned photograph?</li> <li>• What are the Elements and Principles of Art?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Fine Art</li> <li>• Digital Art</li> <li>• Elements of Art</li> <li>• Principals of Art</li> <li>• Color Theory</li> <li>• Scanning/selecting proper resolution</li> <li>• RGB, CMYK color space</li> <li>• Crop Tool</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the elements of art.</li> <li>• Define the principles of art?</li> <li>• Demonstrate knowledge of color theory.</li> <li>• Demonstrate how to scan a photograph utilizing the Adobe Photoshop image-editing program.</li> <li>• Explain the correct resolution to scan images that are to be printed at a size of 8 x 10 or greater.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Quiz/Tests/Benchmark Testing</li> <li>• Summary &amp; Review Questions</li> <li>• Teacher Observation</li> <li>• Student Demonstration</li> <li>• Projects</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Matching with Visuals</li> <li>• One-on-One Instruction with Teacher</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• Language Arts</li> <li>• History</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Teacher handouts</li> <li>• Text- Photoshop Fine Art Effects Cookbook by John Beardsworth © 2006</li> <li>• Text- Photoshop Photo –Effects Cookbook by Tim Shelbourne ©2005</li> <li>• Videos per district policy</li> <li>• I-Mac Computers</li> <li>• Scanner</li> <li>• Photographs-Student Provided</li> <li>• Epson Stylus Photo R2400 Printer</li> <li>• Adobe Creative Suite CS 4</li> <li>• Projects</li> </ul>	

**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.

<b>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.</b>	
<b>Strand(s): A. Aesthetic Responses</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.
<b>Strand(s): B Critique Methodologies</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.
<b>2009 NJCCCS 21<sup>st</sup> CENTURY LIFE &amp; CAREERS</b>	
<b>Standard: 9.1 21st-Century Life &amp; 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.</b>	
<b>Strand(s): A. Critical Thinking and Problem Solving</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
<b>Strand(s): C. Collaboration, Teamwork, and Leadership</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.

<b>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.</b>	
<b>Strand(s): C. Career Preparation</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.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.
<b>2009 NJCCCS Career &amp; Technical Education</b>	
<b>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.</b>	
<b>Strand(s): C. Arts, A/V Technology, &amp; Communications Career Cluster</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Academic Foundations: Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.	9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.
	9.4.12.C.(3).6 Demonstrate preparation of customer materials for imaging to deliver products that meet customer needs and expectations.
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
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.8 Use correct grammar, punctuation, and terminology to write and edit documents.
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.

**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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

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

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Photoshop Selection Tools/ Layer Basics</b>		<b>Unit # 2</b>
<b>Course or Grade Level: 10-12</b>		<b>Length of Time: 2<sup>nd</sup> 1/2 of Sept-1<sup>st</sup> 1/2 of October</b>
<b>Pacing</b>	<b>15 days</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How are the tools used in the Adobe Photoshop program?</li> <li>• How are additional layers created and for what purpose?</li> <li>• How are areas of an image selected and saved?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Toolbox</li> <li>• Layers palette</li> <li>• Layer modes</li> <li>• Selection tools</li> <li>• Quick mask mode</li> <li>• Saving selections</li> <li>• Layer modes</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Name and define the tools in the toolbox.</li> <li>• Demonstrate how to select all or portions of an image using various methods such as the selection tool, quick masking, channel selection.</li> <li>• Explain the role of layers and the function of each layer mode.</li> <li>• Explain the various layer modes?</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Quiz/Tests/Benchmark Testing</li> <li>• Summary &amp; Review Questions</li> <li>• Teacher Observation</li> <li>• Student Demonstration</li> <li>• Projects</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Matching with Visuals</li> <li>• One-on-One Instruction with Teacher</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Language Arts</li> <li>• History</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Teacher handouts</li> <li>• Text- Photoshop Fine Art Effects Cookbook by John Beardsworth © 2006</li> <li>• Text- Photoshop Photo –Effects Cookbook by Tim Shelbourne ©2005</li> <li>• Videos per district policy</li> <li>• I-Mac Computers</li> <li>• Scanner</li> <li>• Photographs-Student Provided</li> <li>• Epson Stylus Photo R2400 Printer</li> <li>• Adobe Creative Suite CS 4</li> <li>• Projects</li> </ul>	

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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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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 21<sup>st</sup> 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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

**Strand(s): C. Collaboration, Teamwork, and Leadership**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.

<b>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.</b>	
<b>Strand(s): C. Career Preparation</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.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.
<b>2009 NJCCCS Career &amp; Technical Education</b>	
<b>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.</b>	
<b>Strand(s): C. Arts, A/V Technology, &amp; Communications Career Cluster</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Academic Foundations: Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.	9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.
	9.4.12.C.(3).6 Demonstrate preparation of customer materials for imaging to deliver products that meet customer needs and expectations.
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
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.8 Use correct grammar, punctuation, and terminology to write and edit documents.
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.

**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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

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

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Masks &amp; Channels/Filters/Type</b>		<b>Unit # 3</b>
<b>Course or Grade Level: 10-12</b>		<b>Length of Time: 2<sup>nd</sup> 1/2 of October-November</b>
<b>Pacing</b>	<b>23 days</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does an artist use masks and channels?</li> <li>• How are filter effects and layer styles created?</li> <li>• How is type added to an image?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Masks</li> <li>• Channels</li> <li>• Selections</li> <li>• Filter effects</li> <li>• Layer styles</li> <li>• Type</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• View &amp; hide layers.</li> <li>• Rearrange layer order</li> <li>• Duplicate layers.</li> <li>• Create a merged layer without flattening the layer stack.</li> <li>• Save selections and load them as masks.</li> <li>• Apply color effects only to unmasked areas of an image.</li> <li>• Apply filters to selections to create various effects.</li> <li>• Add layer styles to create editable special effects.</li> <li>• Add type to an image.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Quiz/Tests/Benchmark Testing</li> <li>• Summary &amp; Review Questions</li> <li>• Teacher Observation</li> <li>• Student Demonstration</li> <li>• Projects</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Matching with Visuals</li> <li>• One-on-One Instruction with Teacher</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• Language Arts</li> <li>• History</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Teacher handouts</li> <li>• Text- Photoshop Fine Art Effects Cookbook by John Beardsworth © 2006</li> <li>• Text- Photoshop Photo –Effects Cookbook by Tim Shelbourne ©2005</li> <li>• Videos per district policy</li> <li>• I-Mac Computers</li> <li>• Scanner</li> <li>• Photographs-Student Provided</li> <li>• Epson Stylus Photo R2400 Printer</li> <li>• Adobe Creative Suite CS 4</li> <li>• Projects</li> </ul>	

**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.

<b>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.</b>	
<b>Strand(s): A. Aesthetic Responses</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.
<b>Strand(s): B Critique Methodologies</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.
<b>2009 NJCCCS 21<sup>st</sup> CENTURY LIFE &amp; CAREERS</b>	
<b>Standard: 9.1 21st-Century Life &amp; 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.</b>	
<b>Strand(s): A. Critical Thinking and Problem Solving</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
<b>Strand(s): C. Collaboration, Teamwork, and Leadership</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.

<b>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.</b>	
<b>Strand(s): C. Career Preparation</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.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.
<b>2009 NJCCCS Career &amp; Technical Education</b>	
<b>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.</b>	
<b>Strand(s): C. Arts, A/V Technology, &amp; Communications Career Cluster</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Academic Foundations: Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.	9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.
	9.4.12.C.(3).6 Demonstrate preparation of customer materials for imaging to deliver products that meet customer needs and expectations.
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
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.8 Use correct grammar, punctuation, and terminology to write and edit documents.
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.

**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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

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

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Digital &amp; Traditional Image Compositing</b>		<b>Unit # 4</b>
<b>Course or Grade Level: 10-12</b>		<b>Length of Time: December-January</b>
<b>Pacing</b>	25 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does an artist composite images?</li> <li>• What is an art style?</li> <li>• What are the characteristics of a Surrealistic Painting?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Masks</li> <li>• Channels</li> <li>• Selections</li> <li>• Filter effects</li> <li>• Layer styles</li> <li>• Surrealism-traditional &amp; computer generated</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Describe Surrealism.</li> <li>• Compare and contrast two Surrealist artists.</li> <li>• Create composite images</li> <li>• Art history artist/style emulation using Adobe Photoshop.</li> <li>• Create a painting in the Surrealist style.</li> <li>• Add traditional media to digital prints.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Quiz/Tests/Benchmark Testing</li> <li>• Summary &amp; Review Questions</li> <li>• Teacher Observation</li> <li>• Student Demonstration</li> <li>• Projects</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Matching with Visuals</li> <li>• One-on-One Instruction with Teacher</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• Language Arts</li> <li>• History</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Teacher handouts</li> <li>• Text- Photoshop Fine Art Effects Cookbook by John Beardsworth © 2006</li> <li>• Text- Photoshop Photo –Effects Cookbook by Tim Shelbourne ©2005</li> <li>• Videos per district policy</li> <li>• I-Mac Computers</li> <li>• Scanner</li> <li>• Photographs-Student Provided</li> <li>• Epson Stylus Photo R2400 Printer</li> <li>• Adobe Creative Suite CS 4</li> <li>• Projects</li> </ul>	

**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.

<b>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.</b>	
<b>Strand(s): A. Aesthetic Responses</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.
<b>Strand(s): B Critique Methodologies</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.
<b>2009 NJCCCS 21<sup>st</sup> CENTURY LIFE &amp; CAREERS</b>	
<b>Standard: 9.1 21st-Century Life &amp; 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.</b>	
<b>Strand(s): A. Critical Thinking and Problem Solving</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
<b>Strand(s): C. Collaboration, Teamwork, and Leadership</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.

<b>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.</b>	
<b>Strand(s): C. Career Preparation</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.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.
<b>2009 NJCCCS Career &amp; Technical Education</b>	
<b>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.</b>	
<b>Strand(s): C. Arts, A/V Technology, &amp; Communications Career Cluster</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Academic Foundations: Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.	9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.
	9.4.12.C.(3).6 Demonstrate preparation of customer materials for imaging to deliver products that meet customer needs and expectations.
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
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.8 Use correct grammar, punctuation, and terminology to write and edit documents.
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.

**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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

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

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Digital &amp; Traditional Pastel Techniques-Memory Project</b>		<b>Unit # 5</b>
<b>Course or Grade Level: 10-12</b>		<b>Length of Time: February</b>
<b>Pacing</b>	20 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is the Memory Project?</li> <li>• How is the portrait prepared for the digital painting process?</li> <li>• What must be done to the final image after the pastel has been applied to it to achieve permanence?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Memory project photos</li> <li>• Color &amp; tonal correction</li> <li>• Brightness Contrast vs. Level &amp; Curves</li> <li>• Increasing/decreasing image tonal range</li> <li>• Image repair/replacement</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Understand that the Memory project is a worldwide endeavor in which art students create portraits from photos of orphans in third world countries.</li> <li>• Change the background of a photo.</li> <li>• Remove blemishes, color correct and increase contrast.</li> <li>• Create a digital pastel painting.</li> <li>• Print the painted portrait onto traditional pastel paper.</li> <li>• Add traditional media to digital prints.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Quiz/Tests/Benchmark Testing</li> <li>• Summary &amp; Review Questions</li> <li>• Teacher Observation</li> <li>• Student Demonstration</li> <li>• Projects</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Matching with Visuals</li> <li>• One-on-One Instruction with Teacher</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• Language Arts</li> <li>• History</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Teacher handouts</li> <li>• Text- Photoshop Fine Art Effects Cookbook by John Beardsworth © 2006</li> <li>• Text- Photoshop Photo –Effects Cookbook by Tim Shelbourne ©2005</li> <li>• Videos per district policy</li> <li>• I-Mac Computers</li> <li>• Scanner</li> <li>• Photographs-Student Provided</li> <li>• Epson Stylus Photo R2400 Printer</li> <li>• Adobe Creative Suite CS 4</li> <li>• Projects</li> </ul>	



**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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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 21<sup>st</sup> 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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

**Strand(s): C. Collaboration, Teamwork, and Leadership**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.

<b>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.</b>	
<b>Strand(s): C. Career Preparation</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.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.
<b>2009 NJCCCS Career &amp; Technical Education</b>	
<b>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.</b>	
<b>Strand(s): C. Arts, A/V Technology, &amp; Communications Career Cluster</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Academic Foundations: Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.	9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.
	9.4.12.C.(3).6 Demonstrate preparation of customer materials for imaging to deliver products that meet customer needs and expectations.
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
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.8 Use correct grammar, punctuation, and terminology to write and edit documents.
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.

**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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

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

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Digital &amp; Traditional Oil Painting</b>		<b>Unit # 6</b>
<b>Course or Grade Level: 10-12</b>		<b>Length of Time: March-1<sup>st</sup> 1/2 of April</b>
<b>Pacing</b>	<b>20 days</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is Impressionism?</li> <li>• What are the common themes and colors in the Impressionist movement?</li> <li>• What is mixed media?</li> <li>• Can traditional media be combined with technology to create a digital painting?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Brush Tool</li> <li>• Manipulation of color.</li> <li>• Match color features.</li> <li>• Replace color</li> <li>• Color correction</li> <li>• Impressionism-traditional &amp; computer generated</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate how to create and save a brush preset.</li> <li>• Demonstrate how to alter the color of an entire image or specific selection.</li> <li>• Demonstrate how to match the color of one image to another.</li> <li>• Describe Impressionism.</li> <li>• Compare and contrast two impressionist artists.</li> <li>• Recreate a painting in the Impressionist style.</li> <li>• Add traditional media to digital prints.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Quiz/Tests/Benchmark Testing</li> <li>• Summary &amp; Review Questions</li> <li>• Teacher Observation</li> <li>• Student Demonstration</li> <li>• Projects</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Matching with Visuals</li> <li>• One-on-One Instruction with Teacher</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• Language Arts</li> <li>• History</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Teacher handouts</li> <li>• Text- Photoshop Fine Art Effects Cookbook by John Beardsworth © 2006</li> <li>• Text- Photoshop Photo –Effects Cookbook by Tim Shelbourne ©2005</li> <li>• Videos per district policy</li> <li>• I-Mac Computers</li> <li>• Scanner</li> <li>• Photographs-Student Provided</li> <li>• Epson Stylus Photo R2400 Printer</li> <li>• Adobe Creative Suite CS 4</li> <li>• Projects</li> <li>• Corel Painter IX</li> </ul>	



**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.

<b>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.</b>	
<b>Strand(s): A. Aesthetic Responses</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.
<b>Strand(s): B Critique Methodologies</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.
<b>2009 NJCCCS 21<sup>st</sup> CENTURY LIFE &amp; CAREERS</b>	
<b>Standard: 9.1 21st-Century Life &amp; 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.</b>	
<b>Strand(s): A. Critical Thinking and Problem Solving</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
<b>Strand(s): C. Collaboration, Teamwork, and Leadership</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.

<b>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.</b>	
<b>Strand(s): C. Career Preparation</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.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.
<b>2009 NJCCCS Career &amp; Technical Education</b>	
<b>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.</b>	
<b>Strand(s): C. Arts, A/V Technology, &amp; Communications Career Cluster</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Academic Foundations: Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.	9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.
	9.4.12.C.(3).6 Demonstrate preparation of customer materials for imaging to deliver products that meet customer needs and expectations.
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
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.8 Use correct grammar, punctuation, and terminology to write and edit documents.
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.

**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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

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

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Printing to Unusual Surfaces</b>		<b>Unit # 7</b>
<b>Course or Grade Level: 10-12</b>		<b>Length of Time: 2<sup>nd</sup> 1/2 of April- 1<sup>st</sup> 1/2 of May</b>
<b>Pacing</b>	<b>20 days</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is Lazatran?</li> <li>• How are digital images transferred to materials such as stone, tile and bark?</li> <li>• How are digital images matted for proper display?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Alternate printing processes and applications</li> <li>• Lazatran</li> <li>• Monoprints</li> <li>• Inkjet Transfers</li> <li>• Matting</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Manipulate images and print on lazatran paper.</li> <li>• Print images onto canvas, watercolor and pastel papers.</li> <li>• Transfer images to nontraditional materials.</li> <li>• Mat images for the art show.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Quiz/Tests/Benchmark Testing</li> <li>• Summary &amp; Review Questions</li> <li>• Teacher Observation</li> <li>• Student Demonstration</li> <li>• Projects</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Matching with Visuals</li> <li>• One-on-One Instruction with Teacher</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• Language Arts</li> <li>• History</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Teacher handouts</li> <li>• Text- Photoshop Fine Art Effects Cookbook by John Beardsworth © 2006</li> <li>• Text- Photoshop Photo –Effects Cookbook by Tim Shelbourne ©2005</li> <li>• Videos per district policy</li> <li>• I-Mac Computers</li> <li>• Scanner</li> <li>• Photographs-Student Provided</li> <li>• Epson Stylus Photo R2400 Printer</li> <li>• Adobe Creative Suite CS 4</li> <li>• Projects</li> </ul>	

**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.

<b>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.</b>	
<b>Strand(s): A. Aesthetic Responses</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.
<b>Strand(s): B Critique Methodologies</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.
<b>2009 NJCCCS 21<sup>st</sup> CENTURY LIFE &amp; CAREERS</b>	
<b>Standard: 9.1 21st-Century Life &amp; 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.</b>	
<b>Strand(s): A. Critical Thinking and Problem Solving</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
<b>Strand(s): C. Collaboration, Teamwork, and Leadership</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.

<b>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.</b>	
<b>Strand(s): C. Career Preparation</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.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.
<b>2009 NJCCCS Career &amp; Technical Education</b>	
<b>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.</b>	
<b>Strand(s): C. Arts, A/V Technology, &amp; Communications Career Cluster</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Academic Foundations: Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.	9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.
	9.4.12.C.(3).6 Demonstrate preparation of customer materials for imaging to deliver products that meet customer needs and expectations.
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
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.8 Use correct grammar, punctuation, and terminology to write and edit documents.
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.

**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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

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

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Image Presentation/Matting/Exhibit</b>		<b>Unit #: 8</b>
<b>Course or Grade Level: 10-12</b>		<b>Length of Time: 2<sup>nd</sup> 1/2 of May</b>
<b>Pacing</b>	<b>10 days</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the 5 methods of Image presentation?</li> <li>• What are the advantages and disadvantages of each?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Mounting Boards</li> <li>• Surface Mounting</li> <li>• Dry Mounting</li> <li>• Wet (Spray) Mounting</li> <li>• Window Matting</li> <li>• Framing</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Mat or Mount artwork for the annual art exhibit</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Summary &amp; Review Questions</li> <li>• Project</li> <li>• Teacher Observation</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Matching with Visuals</li> <li>• One-on-One Instruction with Teacher</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Software-Adobe CS 4 Creative Suite</li> <li>• Scanner</li> <li>• Digital &amp; Traditional 35 MM Cameras</li> <li>• I-Mac Computers</li> <li>• Epson Stylus Photo R2400 Printer</li> <li>• Mat board</li> <li>• Mat Cutters</li> <li>• Teacher Handouts</li> </ul>	

<b>Pine Hill Public Schools Core Curriculum Standards</b>	
<b>2009 NJCCCS VISUAL &amp; PERFORMING ARTS</b>	
<b>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.</b>	
<b>Strand(s): D. Visual Art</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.
<b>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.</b>	
<b>Strand(s): B Critique Methodologies</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.
<b>2009 NJCCCS 21<sup>st</sup> CENTURY LIFE &amp; CAREERS</b>	
<b>Standard: 9.1 21st-Century Life &amp; 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.</b>	
<b>Strand(s): A. Critical Thinking and Problem Solving</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
<b>2009 NJCCCS Career &amp; Technical Education</b>	
<b>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.</b>	
<b>Strand(s): C. Arts, A/V Technology, &amp; Communications Career Cluster</b>	

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
*Roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment impact business operation. *Key organizational systems impact organizational performance and the quality of products and services. * Understanding the global context of 21st-century industries and careers impacts business operations.	9.4.12.C.(3). Demonstrate knowledge of the printing process, including customer service and sales, scheduling, and quality control, to deliver products that meet customer needs and expectations.
Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.
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).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.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.

**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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

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

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Media Exploration/Career Opportunities</b>		<b>Unit #: 9</b>
<b>Course or Grade Level: 10-12</b>		<b>Length of Time: June</b>
<b>Pacing</b>	5 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the five major career categories?</li> <li>• What is the difference between fine art and design careers?</li> <li>• What are the skills and responsibilities associated with specific art careers?</li> <li>• Why is it important to maintain a portfolio? (actual, dvd, or web based)</li> <li>• Why is it important to maintain a dignified persona when using social media?</li> <li>• How does one use social media to network?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• 5 Career Categories</li> <li>• Environmental design: Architecture, Interior Design, Display Design</li> <li>• Communications: Graphic Design, Illustration, Photography, Game Design</li> <li>• Product &amp; Fashion Design: Industrial Design, Fashion design</li> <li>• Entertainment: Multi Media Design, Set Design, Costume Design</li> <li>• Cultural Enrichment: Teaching, Museum Careers</li> <li>• Sports Photography</li> <li>• Graphic Designer</li> <li>• Industrial Photographer</li> <li>• Publications/Media Photography</li> <li>• Portrait/Wedding Photography</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Research careers on the Internet.</li> <li>• Research educational requirements</li> <li>• Research colleges/technical institutions</li> <li>• Create a PowerPoint presentation from the research</li> <li>• Present the PowerPoint to the class.</li> <li>• Career awareness</li> <li>• Career Preparation</li> <li>• Portfolio</li> <li>• Social Media Literacy</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Project</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Matching with Visuals</li> <li>• One-on-One Instruction with Teacher</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Language Arts</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Software</li> <li>• Career Videos</li> <li>• Guest Speakers</li> </ul>	

**Pine Hill Public Schools  
Core Curriculum Standards**

**2009 NJCCCS 21<sup>st</sup> CENTURY LIFE & CAREERS**

**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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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**

**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**

<b>skill proficiency, credentials, certificates, licenses, and/or degrees.</b>							
<b>Strand(s): C. Arts, A/V Technology, &amp; Communications Career Cluster</b>							
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>			
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.				9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.			
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.			
<b><u>21<sup>st</sup> Century Themes</u></b>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
x	Media Literacy		ICT Literacy	X	Life and Career Skills		

