

Pine Hill Public Schools Curriculum

Content Area:		Special Education / Special Areas	
Course Title/ Grade Level:		Graphics/Web Design I	
Unit 1:	Introduction to Photoshop / Dreamweaver	Month:	September
Unit 2:	Introduction to Digital Cameras	Month:	October – 1st ½ of November
Unit 3:	Creating Basic Websites using photos	Month:	2nd ½ of November - December
Unit 4:	Adding Multi Media to websites	Month:	January - February
Unit 5:	Specialty Photography	Month:	March
Unit 6:	Creating larger websites	Month:	April
Unit 7:	Preparing photos for printing output and Multimedia Presentations	Month:	May
Unit 8:	Video Presentations	Month:	June
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
Curriculum**

Unit Title – Review of Digital Cameras

Unit #: 1

Course or Grade Level: Graphics/Web Design I

Length of Time: 1 weeks

Date Created: June 2012

BOE Approval Date:

Pacing Four Weeks

- Essential Questions**
- What kind of program is photoshop?
 - How would you get a photo from your camera to Photoshop.
 - What do the tools do in Photoshop?
 - What are pixels?
 - How do layers affect a graphic?
 - How do you get your graphics/pictures from Photoshop into a Website?
 - What WYSIWYG stand for, and how it applies to Dreamweaver?
 - How do you set-up a website folder
 - What is the rules for naming pages
 - How are graphics added to a website?

- Content**
- Pixels
 - Transferring files
 - Creating folders
 - Photoshop tools
 - Creating layer
 - Prepping graphics for a website
 - Setting up a new site
 - Saving files for various outputs print vs web

- Skills**
- Computer Skills, Mastery of basic photo taking skills.

- Math Skills/ Science Processes**
- Using basic math skills to prep photos for print or web

- Assessments**
- Classwork
 - Projects
 - Notes
 - Tests/Quiz

- Interventions / differentiated instruction**
- Use of BYOT,
 - Lecture,
 - Demonstrations,
 - Hands On training using computers and cameras.
 - Use participation rubric

- Inter-disciplinary Connections**
- Writing,
 - Note taking,
 - Math,
 - Organization Skills

- Lesson resources / Activities**
- Lecture – Demos
 - Computers
 - Software – Photoshop/Dreamweaver
 - Organizational Handouts
 - Internet You-Tube Instructional Videos
 - Scanner
 - Workings of various printers
 - Projects

**Pine Hill Public Schools
Curriculum**

Unit Title – Introduction To Digital Photography

Unit #: 2

Course or Grade Level: Graphics/Web Design I

Date Created:

BOE Approval Date:

Pacing Six Weeks

- Essential Questions**
- What does it take to create a great photo?
 - How are digital cameras different from print cameras?
 - What are the settings on a camera and how they work.
 - How would you get a photo from your camera to Photoshop.
 - How is the shutter different from the aperture?
 - How do card readers work?
 - What is the difference between RGB and CMYK color modes
 - What is the resolution for a photo for a website vs print?
 - What is the rule of thirds?
 - What is the difference between landscape vs portrait photos?
 - How do flashes affect a photo?
 - How to set up a backdrop and strobe lights?
 - How do you see a photo problem before you take the photo?

- Content**
- Good photos vs bad photos
 - Camera workings
 - Differences between, shutter, aperture, auto and manual modes on a camera.
 - When to use a carder reader
 - Pixel size on cameras
 - Rule of Thirds
 - Composition of photos
 - Landscape and Portrait photos
 - Transferring photos to computers.
 - When to use a flash.
 - External flashes
 - Using backdrops
 - Saving in various formats

- Skills**
- Computer skills,
 - Taking photos in various modes.
 - Transferring photos into Photoshop.
 - How to take photos using the various settings on a camera.
 - Creating good composition
 - Setting up strobe lights

- Assessments**
- Classwork
 - Projects
 - Notes
 - Tests

- Interventions /**
- Use of BYOT,
 - Lecture,
 - Demonstrations,

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

**Pine Hill Public Schools
Curriculum**

Unit Title – Creating Basic Websites using photos	Unit #: 3
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Course or Grade Level: Graphics/Web Design I	Length of Time
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Date Created:	BOE Approval Date:
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Pacing	Six Weeks
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| Essential Questions | <ul style="list-style-type: none"> • What are the first three rules for a website creation? • How Dreamweaver differs from Photoshop ? • How to blue print a website? • Why do you create a website in Photoshop before Dreamweaver? • How to set up a folder to create a website • What is a website? • How do I create a website? • How do you move page to page on a website? |
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| Content | <ul style="list-style-type: none"> • Dreamweaver tools • Transferring files from Photoshop to Dreamweaver • How websites work • Linking pages • Creating pop up windows • Creating email links • Using photos as links |
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| Skills | <ul style="list-style-type: none"> • Computer skills, • Taking photos not in auto mode. • Transferring photos into Photoshop. • How to take photos using the various settings on a camera. |
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| Assessments | <ul style="list-style-type: none"> • Classwork • Projects • Notes • Tests |
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| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Use of BYOT, • Lecture, • Demonstrations, • Hands On training using computers and cameras |
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| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Writing, • Note taking, • Math • Organization Skills |
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| Lesson resources / Activities | <ul style="list-style-type: none"> • Explain what is a website? • How does a website differ from a magazine or newspaper. • How to bring Photoshop files into Dreamweaver • What is the difference between a jpeg and gif file. • The difference between a table and layer • How to add text to a web page • Changing the properties of a web page • Creating links • Linking to music or other files |
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**Pine Hill Public Schools
Curriculum**

Unit Title – Adding Multi Media to websites

Unit #: 4

Course or Grade Level: Graphics/Web Design I

Length of Time

Date Created:

BOE Approval Date:

Pacing Six Weeks

Essential Questions

- What is a multi media file?
- What are the different multi media programs.
- How is a multi Media program different from Dreamweaver
- How to incorporate a multi media file into a website?

Content

- Flash tools
- Producer tools
- Editing in multi media programs
- Using photos in multi media programs.
- Adding transitions between files
- Exporting files
- Incorporate multi media files into a website

Skills

- Computer skills,
- Software skills
- Creating multi media projects
- Exporting files

Assessments

- Classwork
- Projects
- Notes
- Tests

Interventions / differentiated instruction

- Use of BYOT,
- Lecture,
- Demonstrations,
- Hands On training using computers and cameras
- Working in groups

Inter-disciplinary Connections

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

Lesson resources / Activities

- Flash and Producer software
- Dreamweaver
- Internet
- Computers
- You Tube videos
- Projects
- Organizational handouts

**Pine Hill Public Schools
Curriculum**

Unit Title – Specialty Photography	Unit #: 5
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Course or Grade Level: Graphics/Web Design I	Length of Time
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Date Created:	BOE Approval Date:
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Pacing	Four Weeks
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Essential Questions	<ul style="list-style-type: none"> • What is macro photography • How do you adjust a camera to get into macro mode? • What are the proper settings for macro photography? • Why is lighting so important in macro photography?
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Content	<ul style="list-style-type: none"> • Creating macro settings • Working with food • Photographing jewelry • Photographing facial parts • Exporting files • Incorporate macro photos files into a website
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Skills	<ul style="list-style-type: none"> • Computer skills, • Software skills • Photography skills • Exporting files • Webdesign skills
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Assessments	<ul style="list-style-type: none"> • Classwork • Projects • Notes • Tests
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Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use of BYOT, • Lecture, • Demonstrations, • Hands On training using computers and cameras • Working in groups
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Inter-disciplinary Connections	<ul style="list-style-type: none"> • Writing, • Note taking, • Math • Organization Skills
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Lesson resources / Activities	<ul style="list-style-type: none"> • Books on close up photography and food photography • Internet • Computers • You Tube videos • Projects • Organizational handouts
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**Pine Hill Public Schools
Curriculum**

Unit Title – Creating Larger Websites	Unit #: 6
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Course or Grade Level: Graphics/Web Design I	Length of Time
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Date Created:	BOE Approval Date:
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Pacing	Four Weeks
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Essential Questions	<ul style="list-style-type: none"> • What is the difference between a large and a smaller site? • How would you organize a large site vs a small site? • What is a website template.
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Content	<ul style="list-style-type: none"> • Creating folders for each site • How to organize graphics • Adding copy to a website • Working with MS Word. • How to create a domain name • How to FTP a site to a hosting company
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Skills	<ul style="list-style-type: none"> • Computer skills, • Software skills • Photography skills • Exporting files • Web design skills • Organization Skills • MS Word skills
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Assessments	<ul style="list-style-type: none"> • Classwork • Projects • Notes • Tests
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Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use of BYOT, • Lecture, • Demonstrations, • Hands On training using computers and cameras • Working in groups
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Inter-disciplinary Connections	<ul style="list-style-type: none"> • Writing, • Note taking, • Math • Organization Skills
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Lesson resources / Activities	<ul style="list-style-type: none"> • Teacher handouts • Internet • Computers • You Tube videos • Projects
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**Pine Hill Public Schools
Curriculum**

Unit Title – Preparing photos for printing output and Multimedia DVD's Portofolio	Unit #: 7
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Course or Grade Level: Graphics/Web Design I	Length of Time
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Date Created:	BOE Approval Date:
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Pacing	Four Weeks
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Essential Questions	<ul style="list-style-type: none"> • How to export photos to printers? • What are settings for print vs web sites? • What software is used to create a DVD? • How to select the correct vs popular photos for your portfolio? • How does your content effect the resolution of a DVD?
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Content	<ul style="list-style-type: none"> • Printing photos • Adjusting printers for various paper styles • How to mount photos on a mat • How to create chapters on a DVD • DVD vs Blue Ray • Photo selections and transitions
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Skills	<ul style="list-style-type: none"> • Computer skills, • Software skills • Photography skills • Exporting files • Web design skills • Organization Skills • MS Word skills • DVD skills • Printing and mounting skills • Careers Awareness
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Assessments	<ul style="list-style-type: none"> • Classwork • Projects • Notes • Tests
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Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use of BYOT, • Lecture, • Demonstrations, • Hands On training using computers and cameras • Working in groups
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Inter-disciplinary Connections	<ul style="list-style-type: none"> • Writing, • Note taking, • Math • Organization Skills
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Lesson resources / Activities	<ul style="list-style-type: none"> • Teacher handouts • Internet • Computers • You Tube videos • Projects • Lectures • Demos
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**Pine Hill Public Schools
Curriculum**

Unit Title – Video Presentations Portofolio	Unit #: 8
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Course or Grade Level: Graphics/Web Design I	Length of Time
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Date Created:	BOE Approval Date:
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Pacing	Two Weeks
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Essential Questions	<ul style="list-style-type: none"> • Differences between video out puts. Mpeg, Wvfv, Quick Time • How do you frame a video? • How is a video lighted? • How do you separate video scenes? • How do you export a video?
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Content	<ul style="list-style-type: none"> • Types of videos • Parts of a video camera • Setting up video lights • Creating scenes and adding transitions • Exporting a movie
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Skills	<ul style="list-style-type: none"> • Computer skills, • Software skills • Video skills • Exporting files • Organization Skills • DVD skills
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Assessments	<ul style="list-style-type: none"> • Classwork • Projects • Notes • Tests
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Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use of BYOT, • Lecture, • Demonstrations, • Hands On training using computers and cameras • Working in groups
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Inter-disciplinary Connections	<ul style="list-style-type: none"> • Writing, • Note taking, • Math • Organization Skills
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Lesson resources / Activities	<ul style="list-style-type: none"> • Teacher handouts • Internet • Computers • You Tube videos • Projects • Lectures • Demos
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Standard: 9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

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

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

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

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

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

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

D. Visual Art

Content Statement(s): Academic Foundations:
Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.
How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance

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

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

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

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

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

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

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

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

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

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

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

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.
	8.2.2.B.2 Investigate the influence of a specific technology on the individual, family, community, and environment.
	9.4.12.C.21 Operate Internet applications to perform tasks.
	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

21st Century Themes

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

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

**Pine Hill Public Schools
Core Curriculum Standards**

2009 NJCCCS VISUAL & PERFORMING ARTS

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

Strand(s): D. Visual Art

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

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

Strand(s): D. Visual Art

Content Statement(s):	CPI # / CPI(s):
Content: Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.	1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
Content: Stimuli for the creation of artworks can come from many places, including other arts disciplines.	1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

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

Strand(s): D. Visual Art

Content Statement(s):	CPI # / CPI(s):
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Content: How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance	1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
Content: Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.	1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
Content: The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.	1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
Content: Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.	1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

Standard: 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

Strand(s): A. Aesthetic Responses

Content Statement(s):	CPI # / CPI(s):
Content: Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.	1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
Content: Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
Content: Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

Strand(s): B Critique Methodologies

Content Statement(s):	CPI # / CPI(s):
Content: Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
Content: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
Content: Art and art-making reflect and affect the role of technology in a global society.	1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

2009 NJCCCS 21st CENTURY LIFE & CAREERS

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

Strand(s): A. Critical Thinking and Problem Solving

Content Statement(s):	CPI # / CPI(s):
The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	Strand(s): A. Critical Thinking and Problem Solving
Strand(s): C. Collaboration, Teamwork, and Leadership	
Content Statement(s):	CPI # / CPI(s):
Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.	9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
Standard: 9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.	
Strand(s): C. Career Preparation	
Content Statement(s):	CPI # / CPI(s):
Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C. Assess and modify Personalized Student Learning Plans to support declared career goals.
	9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
	9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.
	9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
	9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
	9.3.12.C.18 Determine how an individual's driving record (e.g., tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.21 Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
2009 NJCCCS Career & Technical Education	

<p>Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.</p>	<p>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.</p>
	<p>9.4.12.C.(6).2 Analyze how elements and principles are applied in a broad range of specific works of art.</p>
	<p>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.</p>
<p>Employability skills and career and entrepreneurship opportunities build the capacity for successful careers in a global economy.</p>	<p>9.4.12.C.(6).4 Research careers and the qualifications they require to build an understanding of opportunities of the pathway.</p>
	<p>9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents.</p>
	<p>9.4.12.C.9 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.</p>
<p>Technology is used to access, manage, integrate, and disseminate information.</p>	<p>9.4.12.C.19 Employ technological tools to expedite workflow.</p>
	<p>9.4.12.C.21 Operate Internet applications to perform tasks.</p>
	<p>9.4.12.C.23 Operate presentation applications to prepare and deliver presentations.</p>
<p>Roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment impact business operations.</p>	<p>9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.</p>

Technical knowledge and skills play a role in all careers within the cluster and pathway.	9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.
	9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway
	9.4.12.C.(1).5 Edit audio and video productions to demonstrate basic production system skills.
	9.4.12.C.(1).6 Design an audio-video production to acquire an understanding of the entire production process

2009 NJCCCS Technology

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

Strand(s): D. Digital Citizenship

Content Statement(s):	CPI # / CPI(s):
Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines.

21st Century Themes

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

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

Revised: February 26, 2013