

## Pine Hill Public Schools Curriculum

Content Area:		Special Areas	
Course Title/ Grade Level:		Computer Graphics Design 1 / 11-12	
Unit 1:	Introduction to Illustrator	Month:	1 <sup>st</sup> 1/2 of September
Unit 2:	Gradient, Line, Type & Path Tools	Month:	2 <sup>nd</sup> 1/2 of September - October
Unit 3:	Pattern/Brush & Mask Tools	Month:	November - December
Unit 4:	Photoshop Selection Tools/Layer Basics	Month:	January - February
Unit 5:	Selections/ Tonal Corrections/Actions	Month:	March
Unit 6:	Masks & Channels/Filters	Month:	1 <sup>st</sup> 1/2 of April
Unit 7:	Image Correction/Restoration & Copyright Laws	Month:	2 <sup>nd</sup> 1/2 of 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
BOE Approval Date:		July 17, 2012	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Introduction to Illustrator</b>		<b>Unit # 1</b>
<b>Course or Grade Level: 11-12</b>		<b>Length of Time: 1<sup>st</sup> 1/2 of September</b>
<b>Pacing</b>	<b>8 days</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the characteristics of vector and bitmap images?</li> <li>• What are the tools available in the Illustrator work environment? How do they function?</li> <li>• How do you view artwork on the screen and move around within the artwork window?</li> <li>• How do you save an artwork file?</li> <li>•</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Raster versus Vector Images</li> <li>• Illustrator Work Environment</li> <li>• Help Menu</li> <li>• The Tool box</li> <li>• Palettes</li> <li>• Drawing with the Pen tool</li> <li>• Save an artwork file in the proper format</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the difference between vector based, pixel base and bitmap images.</li> <li>• Demonstrate the differing characteristics of object oriented &amp; pixel oriented images on the computer screen.</li> <li>• Explain the work area of Adobe Illustrator.</li> <li>• Describe the various tools and their functions.</li> <li>• Demonstrate use of the appropriate tools to create lines&amp; shapes.</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>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>• I-Mac Computers</li> <li>• Scanner</li> <li>• Software -Adobe Creative Suite CS4</li> <li>• Epson Stylus Photo Printer R2400</li> <li>• Teacher Handouts</li> <li>• Videos as per District policy</li> <li>• Exploring Photoshop CS4 by Annesa Hartman ©2008 by Delmar Learning</li> <li>• Exploring Illustrator CS4 by Annesa Hartman ©2008 by Delmar Learning</li> <li>• Photoshop CS 4 Classroom in a Book Series © 2009 by Adobe Press</li> <li>• Illustrator CS 4 Classroom in a Book Series © 2009 by Adobe Press</li> <li>• Projects</li> </ul>	
<b>*****</b>	<b>Core Curriculum Standards are located at the end of the final Unit</b>	

**Pine Hill Public Schools  
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<b>Unit Title: Gradient, Line, Type &amp; Path Tools</b>		<b>Unit # 2</b>
<b>Course or Grade Level: 11-12</b>		<b>Length of Time: 2<sup>nd</sup> 1/2 of September – October</b>
<b>Pacing</b>	<b>27 Days</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do you make and edit lines and shapes in Illustrator?</li> <li>• How are blended objects distorted and transformed?</li> <li>• What is the difference between a gradient fill and a gradient mesh?</li> <li>• How do you use and format type in Illustrator?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Pen Tool</li> <li>• Color Palette</li> <li>• Type Tool/Character Palette</li> <li>• Fill Feature</li> <li>• Path Selection</li> <li>• Blends/Blend Options</li> <li>• Gradient Fill</li> <li>• Gradient Mesh</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate how to create &amp; edit lines to create form.</li> <li>• Explain how to apply color to a stroke or fill a path.</li> <li>• Explain how to alter the fill and stroke attributes.</li> <li>• Describe the type tool and its features.</li> <li>• Demonstrate how to create a blend and alter its appearance.</li> <li>• Demonstrate how to create custom gradients.</li> <li>• Create a gradient mesh within a closed path.</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>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>• I-Mac Computers</li> <li>• Scanner</li> <li>• Software -Adobe Creative Suite CS4</li> <li>• Epson Stylus Photo Printer R2400</li> <li>• Scanner both flatbed and Negative</li> <li>• Teacher Handouts</li> <li>• Videos as per District policy</li> <li>• Exploring Photoshop CS4 by Annesa Hartman ©2008 by Delmar Learning</li> <li>• Exploring Illustrator CS4 by Annesa Hartman ©2008 by Delmar Learning</li> <li>• Photoshop CS 4 Classroom in a Book Series © 2009 by Adobe Press</li> <li>• Illustrator CS 4 Classroom in a Book Series © 2009 by Adobe Press</li> <li>• Projects</li> </ul>	
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**Pine Hill Public Schools  
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<b>Unit Title: Pattern/Brush &amp; Mask Tools</b>		<b>Unit # 3</b>
<b>Course or Grade Level: 11-12</b>		<b>Length of Time: November - December</b>
<b>Pacing</b>	<b>26 Days</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are patterns and how are they created?</li> <li>• How are brushes created, edited &amp; saved?</li> <li>• What are layers and how does their use enhance the workflow?</li> <li>• What is a clipping mask? What is its function?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Pathfinder Palette</li> <li>• Pattern Swatches</li> <li>• Brushes Palette</li> <li>• Layers Palette</li> <li>• Clipping Mask</li> <li>• Group Selection Tool</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate how to alter paths utilizing the pathfinder palette.</li> <li>• Explain how to create and save pattern swatches.</li> <li>• Demonstrate how to create a custom brush.</li> <li>• Explain the features of the Layers Palette.</li> <li>• Explain the purpose of a clipping mask.</li> <li>• Demonstrate how grouped objects are selected.</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>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/ I-Mac Computers /Scanner</li> <li>• Software -Adobe Creative Suite CS4</li> <li>• Epson Stylus Photo Printer R2400</li> <li>• Teacher Handouts</li> <li>• Videos as per District policy</li> <li>• Exploring Photoshop CS4 by Annesa Hartman ©2008 by Delmar Learning</li> <li>• Exploring Illustrator CS4 by Annesa Hartman ©2008 by Delmar Learning</li> <li>• Photoshop CS 4 Classroom in a Book Series © 2009 by Adobe Press</li> <li>• Illustrator CS 4 Classroom in a Book Series © 2009 by Adobe Press</li> <li>• Projects</li> </ul>	
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**Pine Hill Public Schools  
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<b>Unit Title: Introduction to Photoshop</b>		<b>Unit # 4</b>
<b>Course or Grade Level: 11-12</b>		<b>Length of Time: January</b>
<b>Pacing</b>	<b>31 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>• What is the appropriate color space to use when scanning?</li> <li>• What is the correct resolution for a scanned photographic?</li> <li>• What are the various methods of manipulating prints/images in Photoshop?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Scanning/selecting proper resolution</li> <li>• Image modes</li> <li>• RGB, CMYK color space</li> <li>• Crop Tool</li> <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>• Histogram</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 scan a photograph utilizing the Adobe Photoshop image-editing program.</li> <li>• Explain the difference between RGB and CMYK color space.</li> <li>• Explain the correct resolution to scan images that are to be printed at a size of 8 x 10 or greater.</li> <li>• Explain the role of layers and the function of each layer mode.</li> <li>• Explain the features of the Histogram.</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>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 /I-Mac Computers /Scanner</li> <li>• Software -Adobe Creative Suite CS4</li> <li>• Epson Stylus Photo Printer R2400</li> <li>• Teacher Handouts</li> <li>• Videos as per District policy</li> <li>• Exploring Photoshop CS4 by Annesa Hartman ©2008 by Delmar Learning</li> <li>• Exploring Illustrator CS4 by Annesa Hartman ©2008 by Delmar Learning</li> <li>• Photoshop CS 4 Classroom in a Book Series © 2009 by Adobe Press</li> <li>• Illustrator CS 4 Classroom in a Book Series © 2009 by Adobe Press</li> <li>• Projects</li> </ul>	

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**Pine Hill Public Schools  
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<b>Unit Title: Selections/ Tonal Corrections/Actions</b>		<b>Unit # 5</b>
<b>Course or Grade Level: 11-12</b>		<b>Length of Time: March</b>
<b>Pacing</b>	<b>18 days</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How are areas of an image selected, manipulated and saved?</li> <li>• What are the various methods of color correcting an image?</li> <li>• How is an action written and for what purpose?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Selection tools</li> <li>• Quick mask mode</li> <li>• Saving selections</li> <li>• Actions</li> <li>• Color &amp; tonal correction</li> <li>• Channels</li> <li>• Brightness Contrast vs. Level &amp; Curves</li> <li>• Increasing/decreasing image tonal range</li> <li>• Image repair/replacement</li> <li>• Layer modes</li> <li>• Filters</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate how to select all or portions of an image using various methods such as the selection tool, quick masking, channel selection. Explain the benefit of using actions on an artist's workflow?</li> <li>• Describe or demonstrate the steps to writing an action to perform an often used task</li> <li>• Explain the methods and tools necessary to alter image brightness and contrast?</li> <li>• Demonstrate how to scan and repair a traditional photograph.</li> <li>• Explain the various layer modes?</li> <li>• Describe the role of filters in simulating traditional art media?</li> <li>• Demonstrate the painting capabilities of the Adobe Photoshop program.</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>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/ I-Mac Computers / Scanner</li> <li>• Software -Adobe Creative Suite CS4</li> <li>• Epson Stylus Photo Printer R2400</li> <li>• Teacher Handouts</li> <li>• Videos as per District policy</li> <li>• Exploring Photoshop CS4 by Annesa Hartman ©2008 by Delmar Learning</li> <li>• Exploring Illustrator CS4 by Annesa Hartman ©2008 by Delmar Learning</li> <li>• Photoshop CS 4 Classroom in a Book Series © 2009 by Adobe Press</li> <li>• Illustrator CS 4 Classroom in a Book Series © 2009 by Adobe Press</li> <li>• Projects</li> </ul>	
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**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Masks &amp; Channels/Filters/Type</b>		<b>Unit # 6</b>
<b>Course or Grade Level: 11-12</b>		<b>Length of Time: 1<sup>st</sup> 1/2 of April</b>
<b>Pacing</b>	<b>10 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>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math</li> <li>• History</li> <li>• Language Arts</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• I-Mac Computers</li> <li>• Scanner</li> <li>• Software -Adobe Creative Suite CS4</li> <li>• Epson Stylus Photo Printer R2400</li> <li>• Teacher Handouts</li> <li>• Videos as per District policy</li> <li>• Exploring Photoshop CS4 by Annesa Hartman ©2008 by Delmar Learning</li> <li>• Exploring Illustrator CS4 by Annesa Hartman ©2008 by Delmar Learning</li> <li>• Photoshop CS 4 Classroom in a Book Series © 2009 by Adobe Press</li> <li>• Illustrator CS 4 Classroom in a Book Series © 2009 by Adobe Press</li> <li>• Projects</li> </ul>	
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**Pine Hill Public Schools  
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<b>Unit Title: Image Correction, Restoration &amp; Copyright Laws</b>		<b>Unit # 7</b>
<b>Course or Grade Level: 11-12</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>15 Days</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the archival qualities to both traditional &amp; digital prints?</li> <li>• What are the copyright laws?</li> <li>• How do such laws affect an artist?</li> <li>• What are the ethical and social issues of the new digital technologies?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Unsharp mask/High Pass sharpening</li> <li>• Hue/Saturations Adjustments</li> <li>• Adjustment Layers &amp; Layer Masks</li> <li>• Filters &amp; painting effects</li> <li>• Custom Brushes</li> <li>• Archival Ink &amp; Paper</li> <li>• The Copyright Act</li> <li>• Digital Imaging: Ethical &amp; Social Issues</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate how to sharpen images.</li> <li>• Demonstrate how to alter the hue and saturation of an image.</li> <li>• Explain the fundamental difference between Adjustment layers, traditional layers and layer masks.</li> <li>• Demonstrate how to utilize a combination of filters, layer modes and other features to create digital collages &amp; paintings that simulate traditional media.</li> <li>• Demonstrate how to create a custom brush as a signature.</li> <li>• Explain how the 1976 Copyright Act affects the ownership of artistic images.</li> <li>• Explain the ethical &amp; social issues that have arisen due to the new digital technologies.</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>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>• I-Mac Computers/ Internet /Scanner</li> <li>• Software -Adobe Creative Suite CS4</li> <li>• Epson Stylus Photo Printer R2400</li> <li>• Teacher Handouts</li> <li>• Videos as per District policy</li> <li>• Exploring Photoshop CS4 by Annesa Hartman ©2008 by Delmar Learning</li> <li>• Exploring Illustrator CS4 by Annesa Hartman ©2008 by Delmar Learning</li> <li>• Photoshop CS 4 Classroom in a Book Series © 2009 by Adobe Press</li> <li>• Illustrator CS 4 Classroom in a Book Series © 2009 by Adobe Press</li> <li>• Projects</li> </ul>	
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**Pine Hill Public Schools  
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<b>Unit Title: Image Presentation/Matting/Exhibit</b>		<b>Unit # 8</b>
<b>Course or Grade Level: 11-12</b>		<b>Length of Time: 2<sup>nd</sup> 1/2 of May</b>
<b>Pacing</b>	<b>12 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> <li>•</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> </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>	

**Pine Hill Public Schools  
Core Curriculum Standards**

**2009 NJCCCS VISUAL & PERFORMING ARTS**

**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**

<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	1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional

choice and personal stylistic nuance	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**

**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.

**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: 11-12</b>		<b>Length of Time: June</b>
<b>Date Created: 6-28-12</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	<b>5 days</b>	
<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> </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> <li>• PSD to JPEG Conversion</li> <li>• Actions</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> <li>• Convert image files to task appropriate formats</li> <li>• Write an action to convert image file formats.</li> <li>• Create a digital portfolio.</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>
<b>Pine Hill Public Schools Core Curriculum Standards</b>	
<b>2009 NJCCCS 21<sup>st</sup> CENTURY LIFE &amp; CAREERS</b>	
<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.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.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.
<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>
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.
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**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>
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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.
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**21<sup>st</sup> Century Themes**

X	Global Awareness	X	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	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

# Computer Graphic Design 1 Units 1-7

## 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.

**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.
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	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 skill proficiency, credentials, certificates, licenses, and/or degrees.**

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

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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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.
*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.
	9.4.12.C. (3).2 Analyze and summarize output process, including digital, film, directive platemaking, and cylinders, to build an understanding of delivery of printing products.
	9.4.12.C. (3). 3 Examine the finishing and distribution operations related to printing to build an understanding of how to complete the printing process.
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.
	9.4.12.C. (3).7 Analyze image retrieval through refinement, page assembly process, and typeset and trapping to build an understanding of how to prepare products for printing.
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. (6).4 Research careers and the qualifications they require to build an understanding of opportunities of the pathway.
	9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents.
	9.4.12.C.9 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.

Technology is used to access, manage, integrate, and disseminate information.	9.4.12.C.19 Employ technological tools to expedite workflow.
	9.4.12.C.21 Operate Internet applications to perform tasks.
	9.4.12.C.23 Operate presentation applications to prepare and deliver presentations.

**2009 NJCCCS Technology**

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**Strand(s): D. Digital Citizenship**

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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		