

## Pine Hill Public Schools Curriculum

Content Area:		<b>Electives</b>	
Course Title/ Grade Level:		<b>Computer Graphics Design 2 / Grade 11 &amp; 12</b>	
Unit 1:	<b>Photoshop Essentials</b>	Month:	<b>September</b>
Unit 2:	<b>Improving Tone &amp; Contrast</b>	Month:	<b>October</b>
Unit 3:	<b>Exposure Correction</b>	Month:	<b>November</b>
Unit 4:	<b>Working with Color</b>	Month:	<b>December</b>
Unit 5:	<b>Dust, Mold &amp; Texture Removal</b>	Month:	<b>January</b>
Unit 6:	<b>Rebuilding &amp; Re-Creating Images</b>	Month:	<b>February- 1<sup>st</sup> half of March</b>
Unit 7:	<b>Refining &amp; Polishing the Image</b>	Month:	<b>2<sup>nd</sup> half of March-April</b>
Unit 8:	<b>Portrait &amp; Glamour Retouching</b>	Month:	<b>1<sup>st</sup> half of May</b>
Unit 9:	<b>Image Presentation/Matting/Exhibit</b>	Month:	<b>2<sup>nd</sup> half of May</b>
Unit 10:	<b>Media Exploration/ Career Opportunities</b>	Month:	<b>June</b>
BOE Approval Date:		July 17, 2012	

**Pine Hill Public Schools  
Curriculum**

**Unit Title: Photoshop Essentials**

**Unit # 1**

**Course or Grade Level: 12**

**Length of Time: September**

**Pacing**

**15 days**

**Essential Questions**

- Why are keyboard shortcuts, tool presets and knowledge of file navigation important?
- Why are layers so essential to a restoration artist?
- What is the main purpose of file organization and consistent workflow methods?
- **REVIEW**
- What are the copyright laws and how do such laws affect an artist/photographer?
- What are the ethical and social issues of the new digital technologies?

**Content**

- The Copyright Act
- Digital Imaging: Ethical & Social Issues
- Toolbox
- Scanning/selecting proper resolution
- Saving Tool Presets
- Palette & Function Keys
- Workspace Settings
- Adobe Bridge
- Quick Image Navigation
- Context Menus
- Layer Naming & Navigation
- Working with Layer Groups
- Flattening & Discarding Layers
- Retouching Workflow & Workspace

**Skills**

- Explain how the 1976 Copyright Act affects the ownership of artistic/photographic images.
- Explain the ethical & social issues that have arisen due to the new digital technologies.
- Name and define the tools in the toolbox.
- Demonstrate how to scan a photograph utilizing the Adobe Photoshop image-editing program.
- Create a new tool in the tool palette and save it as a preset.
- Explain how to use palette and function keys.
- Demonstrate how to save a customized workspace in the Photoshop program.
- Demonstrate how to switch from Adobe Photoshop to Adobe Bridge and back again.
- Explain the role of layers and the function layer groups.
- Create a new layer and combine layers into layer groups.
- Explain the retouching workflow.
- Demonstrate how to create a workspace and save it as a workflow preset.

**Assessments**

- Quiz/Tests/Benchmark Testing
- Summary & Review Questions
- Teacher Observation
- Student Demonstration
- Projects

**Inter-disciplinary Connections**

- Language Arts

**Lesson resources / Activities**

- Photoshop Restoration & Retouching, © 2005 New Riders Publishing
- Video: NAPP Instructional Videos
- Software-Adobe CS 4 Creative Suite

	<ul style="list-style-type: none"><li>• Photographs-Student Provided</li><li>• Digital &amp; Traditional 35 MM Cameras</li><li>• I-Mac Computers / Scanner/Epson Stylus Photo R2400 Printer</li><li>• Teacher Handouts</li><li>• Projects</li></ul>
*****	<b>Core Curriculum Standards are located at the end of the final Unit</b>

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Improving Tone &amp; Contrast</b>		<b>Unit # 2</b>
<b>Course or Grade Level: 12</b>		<b>Length of Time: October</b>
<b>Pacing</b>	<b>20 Days</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the various methods to improve image tone and contrast?</li> <li>• What tools are involved in the process?</li> <li>• How do the tools and methods differ?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• High Bit Data</li> <li>• Evaluating Image Tone</li> <li>• Adjustment Layers</li> <li>• Tonality with Levels</li> <li>• Curves &amp; Contrast</li> <li>• Blend Modes</li> <li>• Channel Mixer</li> <li>• Tonal Corrections</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the benefits of high Bit data.</li> <li>• Evaluate Image tone and Pre-visualize the Final Image</li> <li>• Demonstrate mastery of the levels tool.</li> <li>• Demonstrate how to improve image tone using levels and curves.</li> <li>• Demonstrate how to work with blend modes.</li> <li>• Demonstrate how to enhance detail with Screen Mode and the Channel Mixer.</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>• Photoshop Restoration &amp; Retouching, © 2005 New Riders Publishing</li> <li>• Video: NAPP Instructional Videos</li> <li>• Software-Adobe CS 4 Creative Suite</li> <li>• Photographs-Student Provided</li> <li>• Digital &amp; Traditional 35 MM Cameras</li> <li>• I-Mac Computers / Scanner/Epson Stylus Photo R2400 Printer</li> <li>• Teacher Handouts</li> <li>• Projects</li> </ul>	
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**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Exposure Correction</b>		<b>Unit # 3</b>
<b>Course or Grade Level: 12</b>		<b>Length of Time: November</b>
<b>Pacing</b>	<b>16 Days</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How is the exposure of an image corrected?</li> <li>• What tools are involved in the process?</li> <li>• Are there multiple methods to achieve the same effect?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Over exposed Images</li> <li>• Underexposed Images</li> <li>• Shadow/ Highlight</li> <li>• Tonal Corrections on Selections</li> <li>• Combining Tonal Selections</li> <li>• Adjustment Layers</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Correct the image tone.</li> <li>• Demonstrate how to correct under/over exposed images.</li> <li>• Demonstrate the use of the Shadow/Highlight recovery tool.</li> <li>• Demonstrate how to combine tonal selections.</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>• Photoshop Restoration &amp; Retouching, © 2005 New Riders Publishing</li> <li>• Video: NAPP Instructional Videos</li> <li>• Software-Adobe CS 4 Creative Suite</li> <li>• Photographs-Student Provided</li> <li>• Digital &amp; Traditional 35 MM Cameras</li> <li>• I-Mac Computers / Scanner/Epson Stylus Photo R2400 Printer</li> <li>• Teacher Handouts</li> <li>• Projects</li> </ul>	
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**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Working with Color</b>		<b>Unit # 4</b>
<b>Course or Grade Level: 12</b>		<b>Length of Time: December</b>
<b>Pacing</b>	<b>14 days</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How are colors corrected, modified and replaced in the Adobe Photoshop program?</li> <li>• What tools are involved in the process?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Color Essentials</li> <li>• Color Cast</li> <li>• Image Variations</li> <li>• Color Balance</li> <li>• Global Color Correction</li> <li>• Color Temperature</li> <li>• Match Color</li> <li>• Replace Color</li> <li>• Change Color</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identifying a Color Cast.</li> <li>• Understanding Color Corrections with Image Variations.</li> <li>• Demonstrate how to replicate the color darkroom with Color Balance.</li> <li>• Demonstrate Global color correction.</li> <li>• Correct color temperature problems.</li> <li>• Demonstrate alleviating Extreme Color Problems.</li> <li>• Demonstrate Matching, Changing and Replacing Colors.</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>• Photoshop Restoration &amp; Retouching, © 2005 New Riders Publishing</li> <li>• Video: NAPP Instructional Videos</li> <li>• Software-Adobe CS 4 Creative Suite</li> <li>• Photographs-Student Provided</li> <li>• Digital &amp; Traditional 35 MM Cameras</li> <li>• I-Mac Computers / Scanner/Epson Stylus Photo R2400 Printer</li> <li>• Teacher Handouts</li> <li>• Projects</li> </ul>	
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**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Dust, Mold &amp; Texture Removal</b>		<b>Unit # 5</b>
<b>Course or Grade Level: 12</b>		<b>Length of Time: January</b>
<b>Pacing</b>	<b>16 days</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How are dust, mold and scratches removed from an image?</li> <li>• How does creative scanning remove moiré' patterns and paper texture?</li> <li>• How is distortion corrected/</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Texture, Moiré' and Color Artifacts</li> <li>• Curvature, Distortion &amp; Keystoning</li> <li>• Digital Camera Noise</li> <li>• Clone Stamp &amp; Healing Tools</li> <li>• Scanning</li> <li>• Filters</li> <li>• Vanishing Point Tool</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate how to use the clone and healing tools to remove dust, mold and scratches.</li> <li>• Correct curvature distortion and keystoning using the Vanishing Point tool.</li> <li>• Demonstrate the creative scanning process to minimize moiré' patterns and paper texture.</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>• Photoshop Restoration &amp; Retouching, © 2005 New Riders Publishing</li> <li>• Video: NAPP Instructional Videos</li> <li>• Software-Adobe CS 4 Creative Suite</li> <li>• Photographs-Student Provided</li> <li>• Digital &amp; Traditional 35 MM Cameras</li> <li>• I-Mac Computers / Scanner/Epson Stylus Photo R2400 Printer</li> <li>• Teacher Handouts</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: Rebuilding &amp; Re-creating Images</b>		<b>Unit # 6</b>
<b>Course or Grade Level: 12</b>		<b>Length of Time: February- 1<sup>st</sup> half of March</b>
<b>Pacing</b>	28 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How are antique documents repaired?</li> <li>• What tools are used to remove distractions and correct the perspective?</li> <li>• What are the steps and tools involved in removing stains, scribbles and discoloration from an image?</li> <li>• How are backgrounds replaced or recreated?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Clone Stamp</li> <li>• Healing brush tools</li> <li>• Layers &amp; Quick Mask</li> <li>• Warp option of the Transform Tool</li> <li>• Lens Correction Filter.</li> <li>• Texture and Sharpening Filters</li> <li>• Clone &amp; Healing Tools</li> <li>• Selections &amp; Masking</li> <li>• Vanishing point and Neutral Layers</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate how to eliminate cracks, tears and rips.</li> <li>• Explain the process involved in repairing antique documents while maintaining image authenticity.</li> <li>• Demonstrate how to remove distractions, stains, crayon scribbles and discoloration.</li> <li>• Demonstrate how to replace the background of an image.</li> <li>• Demonstrate how to use the clone &amp; healing tools to recreate missing portions of a background</li> <li>• Demonstrate how to select and mask portions of a background to use as replacement.</li> <li>• Explain why neutral layers are beneficial in the restoration and retouching process.</li> <li>• Demonstrate how to correct the perspective of an image</li> <li>• Demonstrate how to use the Vanishing point tool.</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>• Photoshop Restoration &amp; Retouching, © 2005 New Riders Publishing</li> <li>• Video: NAPP Instructional Videos</li> <li>• Software-Adobe CS 4 Creative Suite</li> <li>• Photographs-Student Provided</li> <li>• Digital &amp; Traditional 35 MM Cameras</li> <li>• I-Mac Computers / Scanner/Epson Stylus Photo R2400 Printer</li> <li>• Teacher Handouts</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  
Curriculum**

<b>Unit Title: Refining &amp; Polishing the Image</b>		<b>Unit # 7</b>
<b>Course or Grade Level: 12</b>		<b>Length of Time: 2<sup>nd</sup> half of March-April</b>
<b>Pacing</b>	<b>23 Days</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How are images converted to black-white?</li> <li>• How is color added to black-white images?</li> <li>• How are creative edges and painterly effects added?</li> <li>• How are images sharpened?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Channels</li> <li>• Color Modes</li> <li>• Photographic Film &amp; Filter</li> <li>• Raw Color –Black &amp; White</li> <li>• Variations</li> <li>• Image Toning-mono, multi &amp; duo</li> <li>• Hand coloring Black&amp; White Images</li> <li>• Watercolor Effects</li> <li>• Creative Edges</li> <li>• Sharpening Effects/Tools</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate the various methods to convert an image to black-white.</li> <li>• Demonstrate how to add color to all or portions of a black-white image.</li> <li>• Demonstrate how to add creative edges to an image.</li> <li>• Demonstrate the steps and tools involved in applying a painterly effect to a photograph.</li> <li>• Demonstrate the functions of the various sharpening tools.</li> <li>• Explain the appropriate uses for each tool.</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>• Language Arts</li> <li>• History</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Photoshop Restoration &amp; Retouching, © 2005 New Riders Publishing</li> <li>• Video: NAPP Instructional Videos</li> <li>• Software-Adobe CS 4 Creative Suite</li> <li>• Photographs-Student Provided</li> <li>• Digital &amp; Traditional 35 MM Cameras</li> <li>• I-Mac Computers / Scanner/Epson Stylus Photo R2400 Printer</li> <li>• Teacher Handouts</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  
Curriculum**

**Unit Title: Portrait & Glamour Retouching**

**Unit # 8**

**Course or Grade Level: 12**

**Length of Time: 1<sup>st</sup> half of May**

**Pacing**

**10 Days**

**Essential Questions**

- What is the purpose of having a retouching strategy before beginning a restoration?
- How are portraits retouched?
- How many types of glamour retouching exist? What is the purpose of each?
- How is glamour lighting added?

**Content**

- Retouching Strategy
- Clone and Healing Tools
- Neutral Layers
- Red eye tool
- Color Correction
- Liquify Tool
- Neutral Layer Technique
- Dual Curves Technique
- Vignette
- Soft Focus
- High Key Effects
- Glamour Retouching –standard beauty, rescue /rebuild and creative
- Digital Makeup
- Focus & Sharpness
- Face Sculpting
- Body Contouring
- Framing the image
- Glamour Lighting

**Skills**

- Explain the purpose of having a retouching strategy.
- Describe your retouching strategy.
- Demonstrate how to alter a portrait to reduce the appearance of age.
- Demonstrate how to improve skin texture and facial features.
- Demonstrate how to reduce red eye, refine eye color and make the eyes appear brighter.
- Demonstrate how to enhance skin, hair and eyes.
- Demonstrate how to shape faces and bodies.
- Demonstrate how to add glamour lighting.
- Demonstrate each of the three types of glamour retouching.

**Assessments**

- Quiz/Tests/Benchmark Testing
- Summary & Review Questions
- Teacher Observation
- Student Demonstration
- Projects

**Inter-disciplinary Connections**

- Math
- Science
- Language Arts
- History

**Lesson resources / Activities**

- Photoshop Restoration & Retouching, © 2005 New Riders Publishing
- Video: NAPP Instructional Videos
- Software-Adobe CS 4 Creative Suite
- Photographs-Student Provided

	<ul style="list-style-type: none"><li>• Digital &amp; Traditional 35 MM Cameras</li><li>• I-Mac Computers / Scanner/Epson Stylus Photo R2400 Printer</li><li>• Teacher Handouts</li><li>• Projects</li></ul>
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<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Image Presentation/Matting/Exhibit</b>	
<b>Unit # 9</b>	
<b>Course or Grade Level: 12</b>	<b>Length of Time: 2<sup>nd</sup> half 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>
<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	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**

**Unit Title: Media Exploration/Career Opportunities**

**Unit # 10**

**Course or Grade Level: 12**

**Length of Time: June**

**Pacing**

**5 days**

**Essential Questions**

- What are the five major career categories?
- What is the difference between fine art and design careers?
- What are the skills and responsibilities associated with specific art careers?
- Why is it important to maintain a portfolio? (Actual, DVD, or web based)
- Why is it important to maintain a dignified persona when using social media?

**Content**

- 5 Career Categories
- Environmental design: Architecture, Interior Design, Display Design
- Communications: Graphic Design, Illustration, Photography, Game Design
- Product & Fashion Design: Industrial Design, Fashion design
- Entertainment: Multi Media Design, Set Design, Costume Design
- Cultural Enrichment: Teaching, Museum Careers
- Sports Photography
- Graphic Designer
- Industrial Photographer
- Publications/Media Photography
- Portrait/Wedding Photography
- PSD to JPEG Conversion
- Actions

**Skills**

- Research careers on the Internet.
- Research educational requirements
- Research colleges/technical institutions
- Create a PowerPoint presentation from the research
- Present the PowerPoint to the class.
- Career awareness
- Career Preparation
- Portfolio
- Social Media Literacy
- Convert image files to task appropriate formats
- Write an action to convert image file formats.
- Create a digital portfolio.

**Assessments**

- Teacher Observation
- Project

**Interventions / differentiated instruction**

- Matching with Visuals
- One-on-One Instruction with Teacher

**Inter-disciplinary Connections**

- History
- Language Arts

**Lesson resources / Activities**

- Internet
- Software
- Career Videos
- Guest Speakers

**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**

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

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

**Content Statement(s):**

**CPI # / CPI(s):**

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.



**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**

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 2 Units 1-8

## 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.
	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.

**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**

**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		

