

Pine Hill Public Schools Curriculum

Content Area:		Photography 1	
Course Title/ Grade Level:		11-12	
Unit 1:	History of Photography	Month:	1st 1/2 of September
Unit 2:	Photo Composition	Month:	2nd 1/2 of Sept-1st 1/2 of October
Unit 3:	Camera Parts & Functions	Month:	2nd 1/2 of October-November
Unit 4:	Negative & Print Developement	Month:	December-January
Unit 5:	Creative Printing Techniques	Month:	February -March
Unit 6:	Intro to Photoshop	Month:	April- 1st 1/2 of May
Unit 7:	Image Presentation/Matting/Exhibit	Month:	2nd 1/2 of May
Unit 8:	Media Exploration/ Career Opportunities	Month:	June
BOE Approval Date:		July 17, 2012	

Pine Hill Public Schools Curriculum	
Unit Title: History Of Photography	
Unit #: 1	
Course or Grade Level: 11-12	Length of Time: 1st 1/2 of September
Pacing	8 days
Essential Questions	<ul style="list-style-type: none"> • What was the origin of photography? • What were the significant contributions to the photographic process and their effects on Modern-day photography?
Content	<ul style="list-style-type: none"> • History of Photography • Types of Cameras • Image Formation • Negative-Positive Process • Photographic Styles
Skills	<ul style="list-style-type: none"> • Describe the role of Aristotle, Niepce, Louis Daguerre, Henry Fox Talbot and other photographic pioneers. • Describe how to create a pinhole camera. • Identify the various types of cameras and their role in photography.
Assessments	<ul style="list-style-type: none"> • Art quiz • Summary & Review Questions
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History • Language Arts
Lesson resources / Activities	<ul style="list-style-type: none"> • Essentials of Photography ©1985 Glencoe Publishing (<u>Out of Print</u>) • The Photographers Master Printing Course ©1994 Reed International Cooks Int. • Photography Sixth Edition © 1998 by Addison0Wesley Educational Publishers Inc. • Video: On Assignment Series • Projects
Pine Hill Public Schools Core Curriculum Standards	
2009 NJCCCS VISUAL & PERFORMING ARTS	
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): A. History of the Arts and Culture	
Content Statement(s):	CPI # / CPI(s):
Content: Cultural and historical events impact art-making as well as how audiences respond to works of art.	1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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: 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.			
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: 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.			
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Photo Composition		Unit #: 2
Course or Grade Level: 11-12		Length of Time: 2nd 1/2 of Sept-1st 1/2 of October
Pacing	15 days	
Essential Questions	<ul style="list-style-type: none"> • What are the rules of good photographic composition? • How does simulating depth and motion in a print enhance visual communication? • What is the nature of light? • What is film and how is it made? • What occurs when light & film interact? 	
Content	<ul style="list-style-type: none"> • Rule of Thirds • Subject Placement • Mergers • Depth of Field • Types of Film • Balance & Proportion • Forming an effective communication through the use of shape, pattern, and textures 	
Skills	<ul style="list-style-type: none"> • Describe good photographic composition. • Explain how to avoid common compositional errors. • Explain depth of field and how it is achieved. • Describe the nature of light. • Explain how film is made. • Describe what occurs when light & film interact. • Demonstrate understanding of composition. 	
Assessments	<ul style="list-style-type: none"> • Art quiz • Summary & Review Questions • Project-Digital 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History • Language Arts • Science 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Essentials of Photography ©1985 Glencoe Publishing (<u>Out of Print</u>) • The Photographers Master Printing Course ©1994 Reed International Cooks Int. • Photography Sixth Edition © 1998 by Addison0Wesley Educational Publishers Inc. • Video: On Assignment Series • Projects 	

**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): A. History of the Arts and Culture	
Content Statement(s):	CPI # / CPI(s):
Content: Cultural and historical events impact art-making as well as how audiences respond to works of art.	1.2.12.A.1
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.
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.			
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Camera Parts & Functions		Unit #: 3
Course or Grade Level: 11-12		Length of Time: 2nd 1/2 of October-November
Pacing	23 days	
Essential Questions	<ul style="list-style-type: none"> • What is the reciprocity law? • What camera function regulates exposure and how it is calculated? • What is the purpose of development? • How is the negative image turned into a positive image? • What is the function of each camera part? 	
Content	<ul style="list-style-type: none"> • Shutter Speed – Pan, Stop & Blur • Photogram • Monitored Camera Usage • Subject framing • Equivalent exposure • Perspective-aerial and linear • Aperture • Relationship of F / Numbers • F stop sequence • Determination of F / Numbers • Bracketing 	
Skills	<ul style="list-style-type: none"> • Name the camera parts and their functions. • Explain depth of field and how it is achieved. • Demonstrate how a photographer uses selective focus to enhance the subject. • Explain how the combination of aperture & shutter speed can be used to achieve identical exposure. • Demonstrate how to use the shutter speed control o create pan, stop & blur action shots. • Create images that are representative of the bracketing technique. • Describe the steps involved in and materials necessary to process film. • 	
Assessments	<ul style="list-style-type: none"> • Art quiz • Summary & Review Questions • Project 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History • Language Arts • Science 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Essentials of Photography ©1985 Glencoe Publishing (<u>Out of Print</u>) • The Photographers Master Printing Course ©1994 Reed International Cooks Int. • Photography Sixth Edition © 1998 by Addison0Wesley Educational Publishers Inc. • Video: On Assignment Series • 35 MM Cameras w/ B/W film • Projects 	

Pine Hill Public Schools	
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2009 NJCCCS VISUAL & PERFORMING ARTS	
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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): A. History of the Arts and Culture	
Content Statement(s):	CPI # / CPI(s):
Content: Cultural and historical events impact art-making as well as how audiences respond to works of art.	1.2.12.A.1
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.
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.	
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Strand(s): B Critique Methodologies			
Content Statement(s):		CPI # / CPI(s):	
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<u>21st Century Themes</u>			
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy
			Civic Literacy
			Health Literacy
<u>21st Century Skills</u>			
X	Creativity and Innovation	X	Critical Thinking and Problem Solving
			Communication and Collaboration
	Media Literacy		ICT Literacy
			Life and Career Skills

**Pine Hill Public Schools
Curriculum**

Unit Title: Negative & Print Development		Unit #: 4
Course or Grade Level: 11-12		Length of Time: December-January
Pacing	25 days	
Essential Questions	<ul style="list-style-type: none"> • What is the purpose of development? • How is the negative image turned into a positive image? • What are the basic enlarger parts? • What is the process of photographic printmaking? • What are the advantages /disadvantages of each type of printing paper? • How is print contrast changed after exposure has been made? 	
Content	<ul style="list-style-type: none"> • Develop film • Enlarger parts and functions • Making an enlargement • Print process & exposure determination through test strips 	
Skills	<ul style="list-style-type: none"> • Describe the steps involved in and materials necessary to process film. • Process black & white film • Understand the chemistry used in film development. • Identify common negative problems and the solutions. • Identify the enlarger parts and functions. • Demonstrate the steps in print creation. • Print a negative 	
Assessments	<ul style="list-style-type: none"> • Art quiz • Summary & Review Questions • Project 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History • Language Arts • Science 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Essentials of Photography ©1985 Glencoe Publishing (<u>Out of Print</u>) • The Photographers Master Printing Course ©1994 Reed International Cooks Int. • Photography Sixth Edition © 1998 by AddisonWesley Educational Publishers Inc. • Video: On Assignment Series • 35 MM Cameras w/ B/W film • Darkroom 	
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Content Statement(s):	CPI # / CPI(s):
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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	
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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

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<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Lighting & Creative Printing Techniques

Unit #: 5

Course or Grade Level: 11-12

Length of Time: February -March

Pacing

21 days

Essential Questions

- Why is working with light important?
- What is the difference between natural and artificial light?
- Why must the photographer determine the light direction?
- How is artificial light manipulated?
- What is the need for various printing techniques?
- What are the selective exposure techniques?
- Why is proper print-finishing technique important to the overall photographic process?
- How are correction filters used?

Content

- Types of Artificial Lighting
- Front lighting
- 3/4 lighting
- Side lighting
- Backlighting
- Backlighting with fill
- Existing light
- Flash photography
- Creative printing techniques
- Burning in a print
- Dodging a print
- Cropping the negative in the enlarger
- Vignetting
- Image correction
- Printmaking for permanence
- Creative darkroom techniques
- Texture screens
- Use of filters based upon classification

Skills

- Describe the difference between natural and artificial light
- Demonstrate how to manipulate artificial light.
- Determine when to apply creative printing techniques.
- Evaluate a print for image correction.
- Demonstrate how to mount for permanence and stability.
- Demonstrate how and when to utilize creative darkroom technique.
- Determine the need for contrast correction and, if necessary, apply appropriate correction techniques.

Assessments

- Art quiz
- Summary & Review Questions
- Project

Interventions / differentiated instruction

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

Inter-disciplinary Connections	<ul style="list-style-type: none"> • History • Language Arts • Science
Lesson resources / Activities	<ul style="list-style-type: none"> • Essentials of Photography ©1985 Glencoe Publishing (<u>Out of Print</u>) • The Photographers Master Printing Course ©1994 Reed International Cooks Int. • Photography Sixth Edition © 1998 by Addison Wesley Educational Publishers Inc. • Video: On Assignment Series • 35 MM Cameras w/ B/W film • Darkroom

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CPI # / CPI(s):

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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): A. History of the Arts and Culture

Content Statement(s):

CPI # / CPI(s):

Content: Cultural and historical events impact art-making as well as how audiences respond to works of art.

1.2.12.A.1

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.

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.

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Strand(s): B Critique Methodologies	
Content Statement(s):	CPI # / CPI(s):
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.
2009 NJCCCS 21st 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.
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):
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.

<p>*Roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment impact business operation.</p> <p>*Key organizational systems impact organizational performance and the quality of products and services.</p> <p>* Understanding the global context of 21st-century industries and careers impacts business operations.</p>	<p>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.</p>
	<p>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.</p>
<p>Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.</p>	<p>9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.</p>
<p>All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.</p>	<p>9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.</p>
<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>

21st Century Themes

X	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	X	Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Intro to Photoshop		Unit #: 6
Course or Grade Level: 11-12		Length of Time: April- 1st 1/2 of May
Pacing	20 days	
Essential Questions	<ul style="list-style-type: none"> • What are the copyright laws? • How do such laws affect a photographer? • What are the ethical and social issues of the new digital technologies? • How are the tools used in the Adobe Photoshop program? • What are the various methods of manipulating prints/images in Photoshop? • What is the correct resolution for a scanned photographic? • How is the an image cropped to final size/ • How is the tonal range of an image adjusted? • What are the various methods of color correcting an image? • How are areas of an image selected for manipulation/ • What are the steps involved in recreating missing portions of a photo? • How are photos turned into fine are simulations such as oil or watercolor paintings? 	
Content	<ul style="list-style-type: none"> • Copyright Laws • Toolbox • Scanning/selecting proper resolution • Layers palette • Image modes • Color & tonal correction • Image repair/replacement • Layer modes • Unsharp mask • RGB, CMYK color space • Selection tools • Quick mask mode • Saving selections • Channels • Cropping images • Increasing/decreasing image tonal range 	
Skills	<ul style="list-style-type: none"> • Explain why copyright laws must be upheld. • Explain the work area of Adobe Photoshop. • Demonstrate the ability to scan photos using proper resolution. • Demonstrate appropriate use of the tools in the program to repair damaged areas of an image. • Explain the function of each layer mode. 	
Assessments	<ul style="list-style-type: none"> • Art quiz • Summary & Review Questions • Project 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	

Inter-disciplinary Connections	<ul style="list-style-type: none"> • History • Language Arts • Science
Lesson resources / Activities	<ul style="list-style-type: none"> • Essentials of Photography ©1985 Glencoe Publishing (<u>Out of Print</u>) • The Photographers Master Printing Course ©1994 Reed International Cooks Int. • Photography Sixth Edition © 1998 by Addison0Wesley Educational Publishers Inc. • Video: On Assignment Series • Software -Adobe Photoshop CS4 • Epson Stylus Photo Printer R2400 • Scanner both flatbed and Negative

**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): A. History of the Arts and Culture

Content Statement(s):

CPI # / CPI(s):

Content: Cultural and historical events impact art-making as well as how audiences respond to works of art.

1.2.12.A.1

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

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.
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.
Strand(s): B Critique Methodologies	
Content Statement(s):	CPI # / CPI(s):
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.
2009 NJCCCS 21st 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.18 Determine how an individual's driving record (e.g., tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job

	retention, or job advancement.
	9.3.12.C.21 Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

2009 NJCCCS Career & Technical Education

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

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

Content Statement(s):	CPI # / CPI(s):
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).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.

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.

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.
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21st Century Themes

X	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	X	Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Image Presentation/Matting/Exhibit	
Unit #: 7	
Course or Grade Level: 11-12	Length of Time: 2nd 1/2 of May
Pacing	10 days
Essential Questions	<ul style="list-style-type: none"> • What are the 5 methods of Image presentation? • What are the advantages and disadvantages of each?
Content	<ul style="list-style-type: none"> • Mounting Boards • Surface Mounting • Dry Mounting • Wet (Spray) Mounting • Window Matting • Framing
Skills	<ul style="list-style-type: none"> • Mat or Mount artwork for the annual art exhibit
Assessments	<ul style="list-style-type: none"> • Summary & Review Questions • Project
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts • Math
Lesson resources / Activities	<ul style="list-style-type: none"> • Mat board • Mat Cutters • Teacher Handouts
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): A. History of the Arts and Culture	
Content Statement(s):	CPI # / CPI(s):
Content: Cultural and historical events impact art-making as well as how audiences respond to works of art.	1.2.12.A.1
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.
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):
Strand(s): B Critique Methodologies	
Content Statement(s):	CPI # / CPI(s):
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.
2009 NJCCCS 21st 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.18 Determine how an individual's driving record (e.g., tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.21 Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

2009 NJCCCS Career & Technical Education

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

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

Content Statement(s):

CPI # / CPI(s):

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.

<p>*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.</p>	<p>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.</p>
	<p>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.</p>
<p>Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.</p>	<p>9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.</p>
<p>All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.</p>	<p>9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.</p>
<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>

21st Century Themes

X	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		

**Pine Hill Public Schools
Curriculum**

Unit Title: Media Exploration/Career Opportunities	Unit #: 8
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Course or Grade Level: 11-12	Length of Time: June
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Pacing	5 days
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Essential Questions	<ul style="list-style-type: none"> • 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? • How does one use social media to network?
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Content	<ul style="list-style-type: none"> • 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
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Skills	<ul style="list-style-type: none"> • 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
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Assessments	<ul style="list-style-type: none"> • Teacher Observation • Project
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Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher
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Inter-disciplinary Connections	<ul style="list-style-type: none"> • History • Language Arts
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Lesson resources / Activities	<ul style="list-style-type: none"> • Internet • Software • Career Videos • Guest Speakers
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**Pine Hill Public Schools
Core Curriculum Standards**

2009 NJCCCS 21st 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.18 Determine how an individual’s driving record (e.g., tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.21 Determine the extent to which an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

2009 NJCCCS Career & Technical Education

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical 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.

21st Century Themes

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