

Pine Hill Public Schools Curriculum			
Content Area:		Visual and Performing Arts	
Course Title/ Grade Level:		Video Production - Broadcasting and Film Creating	
Unit 1:	Orientation & Safety (Review)	Duration:	2 Class Periods
Unit 2:	Historical Foundations of Cinema & Television Techniques and Generes	Duration::	4 Week
Unit 3:	Advanced Camera Operation & Stylized Shot Composition	Duration:	4 Week
Unit 4:	Pre-Production (Review)	Duration:	1 Week
Unit 5:	Advanced Audio Techniques	Duration:	3 Weeks
Unit 6:	Advanced Picture & Sound Editing	Duration	3 Weeks
Unit 7:	Segment Production For Broadcasting	Duration:	4 Weeks
Unit 8:	Advanced Lighting for Film & Video	Duration:	3 Weeks
Unit 9:	Documentary Creation	Duration:	6 Weeks
Unit 10:	Film Creation	Duration:	6 Weeks
Date Created or Revised:		August 2018	
BOE Approval Date:			

Pine Hill Public Schools Curriculum	
Unit Title: Orientation & Safety	Unit #: 1
Course or Grade Level: 9 -12	Length of Time: 2 - 3 Class Periods
Pacing	2 - 3 Days (Review)
Essential Questions	<ul style="list-style-type: none"> ● How do you safely operate the classroom's equipment? ● Can you work within the classroom guidelines and rules?
Content Statement(s)	<ul style="list-style-type: none"> ● Correct Equipment Use. ● Classroom rules. ● On camera rules.
Skills	<ul style="list-style-type: none"> ● Demonstrate an understanding of the safety rules and correct usage of equipment within the classroom. ● Demonstrate an understanding of acceptable classroom behavior.

	<ul style="list-style-type: none"> ● Understand on camera and production rules and safety
Assessments	<ul style="list-style-type: none"> ● Quiz on cords and connectors. ● Quiz on rules safety and rules within the production studio.
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● One on One instruction with teacher. ● Written rules as handout and displayed in classroom.
Interdisciplinary Connections	<ul style="list-style-type: none"> ● History ● Language Arts ● Performing Arts
Lesson resources / Activities	<ul style="list-style-type: none"> ● Examples ● Visual Instructions
*****	Core Curriculum Standards are located at the end of the final Unit

Pine Hill Public Schools Curriculum	
Unit Title: Historical Foundations of Cinema & Television Techniques and Generes	Unit #: 2
Course or Grade Level: 9 -12	Length of Time: September
Pacing	15 Days
Essential Questions	<ul style="list-style-type: none"> ● How does knowing the contexts, histories, and traditions of cinema and television production help us create effective work? Why do artists follow or break from established traditions?
Content Statement(s)	<ul style="list-style-type: none"> ● History of Camera Setups and Uses ● Different Genres of Cinema & Television ● Tech then - Tech now - Tech changing.
Skills	<ul style="list-style-type: none"> ● Demonstrate an understanding of the history and how it can be helpful in the creative process today. ● Use description, analysis, interpretation and evaluation to critique and discuss.
Assessments	<ul style="list-style-type: none"> ● Quiz on history of television and cinema techniques. ● Project: recreation of genre or style from past cinematic and television productions.
Interventions /	<ul style="list-style-type: none"> ● Matching with visuals ● One on One with teacher ● Written and verbal instructions

differentiated instruction	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● History ● Language Arts ● Performing Arts
Lesson resources / Activities	<ul style="list-style-type: none"> ● References ● Samples ● Examples
*****	Core Curriculum Standards are located at the end of the final Unit

Pine Hill Public Schools Curriculum	
Unit Title: Advanced Camera Operation & Stylized Shot Composition	Unit #: 3
Course or Grade Level: 9 -12	Length of Time: October
Pacing	20 Days
Essential Questions	<ul style="list-style-type: none"> ● How does one correctly operate a camera to produce a effective and compositional correct shot?
Content Statement(s)	<ul style="list-style-type: none"> ● Shot Composition for Purpose and Emotion ● Blocking done in Detail ● Angles Chosen with Reason and Thought ● Pans Used for Creativity and Purpose ● Point of view controlled with Angles and Shots ● Continuity ● Different forms of Focus ● 180 - Degree Rule - Followed and Broken.
Skills	<ul style="list-style-type: none"> ● Demonstrating an understanding of composition in shot creation. ● Creating and analyzing the uses of blocking a production planning for shot creation. ● Producing camera techniques to convey different emotions and thought provoking shot compositions.
Assessments	<ul style="list-style-type: none"> ● Sketchbook assignments ● Written Assignments ● Projects ● Teacher Observation ● Quiz/Test
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Visual Matching ● One on One teacher instruction
Interdisciplinary Connections	<ul style="list-style-type: none"> ● History ● Language Arts ● Performing Arts

	<ul style="list-style-type: none"> ● Mathematics
Lesson resources / Activities	<ul style="list-style-type: none"> ● References ● Websites ● Google Slides presentation. ● Text: Shot by Shot A practical Guide to Filmmaking , Third Edition by John Cantine, Susan Howard, and Brady Lewis.
*****	Core Curriculum Standards are located at the end of the final Unit

Pine Hill Public Schools Curriculum	
Unit Title: Pre-Production	Unit #: 4
Course or Grade Level: 9 -12	Length of Time: November
Pacing	10 Days (Review)
Essential Questions	<ul style="list-style-type: none"> ● Why is pre-production important in creating video for cinema and television? ● How are pre-production plans created for optimal time and production value?
Content Statement(s)	<ul style="list-style-type: none"> ● Production Sequence ● Production Value ● Location ● Planning and Evaluating ● Plan Creation
Skills	<ul style="list-style-type: none"> ● Identify the sequence of production to create plans. ● Analyzed and understand potential problems in production. ● Determining cost and value in production creation.
Assessments	<ul style="list-style-type: none"> ● Sketchbook assignments ● Written Assignments ● Projects ● Teacher Observation ● Quiz/Test
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Visual Matching ● One on One teacher instruction
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Language Arts ● Performing Arts ● Mathematics
Lesson resources / Activities	<ul style="list-style-type: none"> ● References ● Websites ● Google Slides presentation.
*****	Core Curriculum Standards are located at the end of the final Unit

Pine Hill Public Schools Curriculum	
Unit Title: Advanced Audio Techniques	Unit #: 5
Course or Grade Level: 9 -12	Length of Time: November
Pacing	20 Days
Essential Questions	<ul style="list-style-type: none"> ● How is sound used effectively in video production? ● What types of Microphones are used for quality sounds in different situations? ● How does one produce a high quality voice over, narration, audiobook, audio documentary, etc?
Content Statement(s)	<ul style="list-style-type: none"> ● DAT Machine ● Clapper board ● Microphones ● Adobe Premiere (Editing Software) ● Room tone ● Pitch ● Background noises ● Sound effects
Skills	<ul style="list-style-type: none"> ● Understand how to correctly operate a DAT Machine. ● Explain the reason for a clapper board, and demonstrate how it is used. ● Identify different microphones and when they are necessary for use. ● Demonstrate ability in Adobe Premiere. ● Create sound effects for different scenes.
Assessments	<ul style="list-style-type: none"> ● Sketchbook assignments ● Written Assignments ● Projects ● Teacher Observation ● Quiz/Test/Benchmark
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Visual Matching ● One on One teacher instruction
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Language Arts ● Performing Arts ● Mathematics
Lesson resources / Activities	<ul style="list-style-type: none"> ● References ● Websites ● Google Slides presentation.
*****	Core Curriculum Standards are located at the end of the final Unit

Pine Hill Public Schools Curriculum	
Unit Title: Advanced Picture & Sound Editing	Unit #: 6

Course or Grade Level: 9 -12	Length of Time: December - January
Pacing	30 days
Essential Questions	<ul style="list-style-type: none"> ● What skills are needed to create an effective video with picture and sound? How does one combine picture and sound together to engage the viewer?
Content Statement(s)	<ul style="list-style-type: none"> ● Audio Frequency Modulation ● Audio-Follow-Video ● A-B Roll ● Condenser ● Cut ● Cutaway ● Dub ● Edit decision list ● Fade ● Format ● Freeze frame ● In-camera editing ● Insert Shot ● Jitter ● Jump cut ● Log ● Master ● Match Frame Edit ● Matched Dissolve ● Montage ● Outtake ● Protection Master ● Raw footage ● Rough cut ● Safe Title Area ● Shotgun (Microphone) ● Slate ● Soundtrack ● Take ● Timeline Editing ● Wild sound
Skills	<ul style="list-style-type: none"> ● Uploading content onto Adobe Premiere ● Editing Video ● Editing Audio ● Uploading content onto Adobe After Effects ● Editing Video Effects ● Editing Audio Effects ● Understanding what a master audio and video are. ● Demonstrating different editing techniques.

	<ul style="list-style-type: none"> ● Identifying different editing techniques and their purpose. ● Identifying when to use different camera angles and shots.
Assessments	<ul style="list-style-type: none"> ● Sketchbook assignments ● Written Assignments ● Projects ● Participation ● Teacher Observation ● Quiz/Test ● Video Creation
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Visual Matching ● One on One teacher instruction
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Language Arts ● Performing Arts ● Mathematics
Lesson resources / Activities	<ul style="list-style-type: none"> ● References ● Websites ● Google Slides presentation.
*****	Core Curriculum Standards are located at the end of the final Unit

Pine Hill Public Schools Curriculum	
Unit Title: Segment Production For Broadcasting	Unit #: 7
Course or Grade Level: 9 -12	Length of Time: January - February
Pacing	30 Days
Essential Questions	<ul style="list-style-type: none"> ● What does it take to create a segment for a News Production from start to finish? ● How does one prepare properly for a production? ● How does one stay on topic and create a fulfilling discussion with a Intro, body of content and conclusion?
Content Statement(s)	<ul style="list-style-type: none"> ● Script Creation ● Pre-Production ● Establishing shot ● Producing ● Post-Production ● Compression ● Final Cut ● Presentation and Critique
Skills	<ul style="list-style-type: none"> ● Adapting a script to screen. ● Shooting scenes in a manner that doesn't waste time. ● Meeting deadlines.

	<ul style="list-style-type: none"> ● Editing video and audio ● Creating a production with a cohesive storyline.
Assessments	<ul style="list-style-type: none"> ● Sketchbook assignments ● Written Assignments ● Projects ● Participation ● Teacher Observation ● Quiz/Test ● Video Creation
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Visual Matching ● One on One teacher instruction
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Language Arts ● Performing Arts ● Mathematics
Lesson resources / Activities	<ul style="list-style-type: none"> ● References ● Websites ● Google Slides presentation.
*****	Core Curriculum Standards are located at the end of the final Unit

Pine Hill Public Schools Curriculum	
Unit Title: Advanced Lighting for Film & Video	Unit #: 8
Course or Grade Level: 9 -12	Length of Time: February - March
Pacing	15 Days
Essential Questions	<ul style="list-style-type: none"> ● How does one create the correct lighting for a scene? What does it take to produce the correct effect and feeling using lighting? ● How does one create mood and emotion with lighting? ● What plans need to be created to have consistent lighting throughout production.
Content Statement(s)	<ul style="list-style-type: none"> ● Artificial Light ● Back Light ● Barn Doors ● Cameo Lighting ● Diffused light ● Directional Light ● Fill light ● Flat Lighting ● Floodlight ● Gaffer ● Gaffer's Tape ● Gel ● Hard Light

	<ul style="list-style-type: none"> ● Incident Light ● Key light ● Luminance ● Reflector ● Reflected light ● Soft Light ● Spotlight ● Tally light ● White Balance
Skills	<ul style="list-style-type: none"> ● Know how to create effective lighting. ● Demonstrate an understanding of different lighting techniques. ● Understand how to create a lighting effect for different genres and styles.
Assessments	<ul style="list-style-type: none"> ● Sketchbook assignments <ul style="list-style-type: none"> ● Written Assignments ● Projects ● Participation ● Teacher Observation ● Quiz/Test ● Video Creation
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Visual Matching ● One on One teacher instruction
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Language Arts ● Performing Arts ● Mathematics
Lesson resources / Activities	<ul style="list-style-type: none"> ● References ● Websites ● Google Slides presentation.
*****	Core Curriculum Standards are located at the end of the final Unit

Pine Hill Public Schools Curriculum	
Unit Title: Documentary Creation	Unit #: 9
Course or Grade Level: 9 -12	Length of Time: April - May
Pacing	30 Days
Essential Questions	<ul style="list-style-type: none"> ● What is the process of creating a documentary or news segment? ● How does one produce a piece that explores and interesting topic? ● How is a production presented to the masses?
Content Statement(s)	<ul style="list-style-type: none"> ●

Skills	<ul style="list-style-type: none"> ● Demonstrate an understanding in creating a script for a documentary. ● Demonstrate steps necessary to complete a documentary from start to finish. ● Explain the difference between various documentary styles. ● Demonstrate an understanding of rendering and uploading video to a viewable platform and format.
Assessments	<ul style="list-style-type: none"> ● Sketchbook assignments ● Written Assignments ● Projects ● Participation ● Teacher Observation ● Quiz/Test ● Video Creation
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Visual Matching ● One on One teacher instruction
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Language Arts ● Performing Arts ● Mathematics
Lesson resources / Activities	<ul style="list-style-type: none"> ● References ● Examples ● Websites ● Google Slides presentation.
*****	Core Curriculum Standards are located at the end of the final Unit

Pine Hill Public Schools Curriculum	
Unit Title: Film Creation	Unit #: 10
Course or Grade Level: 9 -12	Length of Time: May - June
Pacing	30 Days
Essential Questions	<ul style="list-style-type: none"> ● What is the process of creating a short film? ● How does one produce a piece that explores and interesting topic and follows a well written script? ● How is a production presented to the masses?
Content Statement(s)	<ul style="list-style-type: none"> ● Camera Work ● Lighting ● Editing ● Script writing ● Interviewing ● Presentation
Skills	<ul style="list-style-type: none"> ● Demonstrates an understanding of camera shots and angles. ● Demonstrates an understanding of basic lighting and safety.

	<ul style="list-style-type: none"> ● Demonstrates an understanding of seemingly editing and rendering for certain formats. ● Demonstrates an understanding of writing for the screen. ● Explains how quality affects overall presentation of product.
Assessments	<ul style="list-style-type: none"> ● Sketchbook assignments ● Written Assignments ● Projects ● Participation ● Teacher Observation ● Quiz/Test/Benchmark/Final ● Video Creation
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Visual Matching ● One on One teacher instruction
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Language Arts ● Performing Arts ● Mathematics
Lesson resources / Activities	<ul style="list-style-type: none"> ● References ● Examples ● Websites ● Google Slides presentation.

Pine Hill Public Schools Core Curriculum Standards Units # 1 - 10	
2009 NJCCCS VISUAL & PERFORMING ARTS	
Standard: 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
Strand(s): D. Visual Art	
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 (non objective 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.D4 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: 1.2 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: 1.1 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: 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.	
Strand(s): A. Aesthetic Responses	
Content Statement(s):	CPI # / CPI(s):
Content: Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.	1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
Content: Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	1.4.12.A.2 Speculate on the artist's intent, using discipline- specific arts terminology and citing embedded clues to substantiate the hypothesis.
Content: Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
Strand(s): B Critique Methodologies	
Content Statement(s):	CPI # / CPI(s):
Content: Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and

	historical eras.
Content: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.	1.4.12.B.2 Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
Content: Art and art-making reflect and affect the role of technology in a global society.	1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
2009 NJCCCS 21st CENTURY LIFE & CAREERS	
Standard: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
Strand(s): A. Critical Thinking and Problem Solving	
Content Statement(s):	CPI # / CPI(s):
The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
Strand(s): C. Collaboration, Teamwork, and Leadership	
Content Statement(s):	CPI # / CPI(s):
Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.	9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
Standard: 9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.	

Strand(s): C. Career Preparation	
Content Statement(s):	CPI # / CPI(s):
Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C. Assess and modify Personalized Student Learning Plans to support declared career goals.
	9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extracurricular 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):
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>	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	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

incorporate technical terminology and information.	
Academic foundations: Academic concepts lay the foundation for the full range of careers and postsecondary 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	
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.			
<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	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		