

## Pine Hill Public Schools Curriculum

Content Area:		<b>Special Areas</b>	
Course Title/ Grade Level:		Printing Trades II / 9-12	
Unit 1:	<b>Safety and First Aid</b>	Month:	<b>1<sup>st</sup> Half - September</b>
Unit 2:	<b>Basic Layout/Electronic Imaging</b>	Month:	<b>2<sup>nd</sup> Half of Sept/1<sup>st</sup> Half Oct</b>
Unit 3:	<b>Electronic Imaging/Selections/ Advanced Layering</b>	Month:	<b>2<sup>nd</sup> half October/November/December</b>
Unit 4:	<b>Electronic Imaging/Advanced Compositing</b>	Month:	<b>January</b>
Unit 5:	<b>Electronic Imaging/ Typographic Design</b>	Month:	<b>February</b>
Unit 6:	<b>Reproduction/Finishing Operations/ Paper</b>	Month:	<b>March/April /May</b>
Unit 7:	<b>Media Exploration/Career Opportunities</b>	Month:	<b>June</b>
BOE Approval Date:		July 17, 2012	

**Pine Hill Public Schools  
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<b>Unit Title: Safety and First Aid</b>		<b>Unit #1</b>
<b>Course or Grade Level: Printing Trades II / 9-12</b>		<b>Length of Time: 1<sup>st</sup> Half of September</b>
<b>Pacing</b>	5 Days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is OSHA?</li> <li>• Why is safety important in our school, workplace and home?</li> <li>• What procedures and work habits contribute to a safe work environment?</li> <li>• What is MSDS?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Evacuation and Lockdown</li> <li>• First aid</li> <li>• Material Safety Data Sheets</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identify and locate fire safety equipment</li> <li>• Identify and locate all safety and first aid equipment</li> <li>• Identify and locate flammables and storage</li> <li>• Identify, locate, and comprehend MSDS</li> <li>• Demonstrate proper safety procedures when operating equipment</li> <li>• Follow approved shop safety dress code</li> <li>• Demonstrate safe work habits</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Quiz/Tests</li> <li>• Summary &amp; Review Questions</li> <li>• Teacher Observation</li> <li>• Student Demonstration</li> <li>• Projects</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>• 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>• Graphic Communications / Z. A. Prust 1994</li> <li>• Photo Offset Fundamentals /J. E. Cogoli 1980</li> <li>• Adobe Illustrator CS4 Classroom in a Book 2009</li> <li>• Adobe Photoshop CS4 Classroom in a Book 2009</li> <li>• Video/Teacher Handouts</li> <li>• I-Mac Computers/Scanner/Internet</li> <li>• HP 6015 Printer/HP 5500 Printer</li> <li>• 4500 Xerox</li> <li>• AB Dick 360 Press</li> <li>• Adobe Creative Suite CS 4</li> <li>• Projects</li> </ul>	
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**Pine Hill Public Schools  
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<b>Unit Title: Basic Layout/Electronic Imaging</b>		<b>Unit #2</b>
<b>Course or Grade Level: Printing Trades II / 9-12</b>		<b>Length of Time: 2<sup>nd</sup> Half of Sept/1<sup>st</sup> Half Oct</b>
<b>Pacing</b>	20 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are Units of Measure used in Graphic Design and Reproduction?</li> <li>• What Design Principals?</li> <li>• What are the essentials necessary for the navigating the Mac OS X environment?</li> <li>• What are the basic paper sizes?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Units of measure</li> <li>• Standard Paper sizes</li> <li>• Measuring tools</li> <li>• Layout tools</li> <li>• Mac OS X</li> <li>• Photoshop</li> <li>• InDesign</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate ability to measure</li> <li>• Demonstrate ability identify paper sizes and orientation</li> <li>• Identify and use layout tools</li> <li>• Demonstrate an understanding of design by application</li> <li>• Select appropriate publishing application for assigned projects</li> <li>• Demonstrate proficient use of Photoshop CS4</li> <li>• Demonstrate proficient use of InDesign CS4</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Quiz/Tests</li> <li>• Summary &amp; Review Questions</li> <li>• Teacher Observation</li> <li>• Student Demonstration</li> <li>• Projects</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>• 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>• Graphic Communications / Z. A. Prust 1994</li> <li>• Photo Offset Fundamentals /J. E. Cogoli 1980</li> <li>• Adobe Illustrator CS4 Classroom in a Book 2009</li> <li>• Adobe Photoshop CS4 Classroom in a Book 2009</li> <li>• Video/Teacher Handouts</li> <li>• I-Mac Computers/Scanner/Internet</li> <li>• HP 6015 Printer/HP 5500 Printer</li> <li>• 4500 Xerox/AB Dick 360 Press</li> <li>• Adobe Creative Suite CS 4</li> <li>• Projects</li> </ul>	
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<b>Unit Title: Electronic Imaging/Selections/Advanced Layering</b>		<b>Unit #3</b>
<b>Course or Grade Level: Printing Trades II / 9-12</b>		<b>Length of Time: 2<sup>nd</sup> half October/November/December</b>
<b>Pacing</b>	35 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are Selection Tools?</li> <li>• How are Selections Moved, Manipulated and saved?</li> <li>• What is a Layer Clipping?</li> <li>• What is an Adjustment Layer?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Toolbox</li> <li>• Layer Palettes/ Modes/Quick Mask</li> <li>• Importing Layers</li> <li>• Clipping Layers</li> <li>• Flattening Layers</li> <li>• Merging and Stamping Layers</li> <li>• Managing Layers</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to import and clip a layer</li> <li>• Demonstrate proficiency in creating and editing an adjustment layer</li> <li>• Use Vanishing Point 3D effects</li> <li>• Manage layers</li> <li>• Flatten a layered image</li> <li>• Merge and stamp layers</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Quiz/Tests/Benchmarks</li> <li>• Summary &amp; Review Questions</li> <li>• Teacher Observation</li> <li>• Student Demonstration</li> <li>• Projects</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>• Math</li> <li>• Science</li> <li>• Language Arts</li> <li>• History</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet/ Scanner</li> <li>• Graphic Communications / Z. A. Prust 1994</li> <li>• Photo Offset Fundamentals /J. E. Cogoli 1980</li> <li>• Adobe Illustrator CS4 Classroom in a Book 2009</li> <li>• Adobe Photoshop CS4 Classroom in a Book 2009</li> <li>• Video</li> <li>• Teacher Handouts</li> <li>• I-Mac Computers</li> <li>• HP 6015 Printer/HP 5500 Printer</li> <li>• 4500 Xerox</li> <li>• Adobe Creative Suite CS 4</li> <li>• Projects</li> </ul>	
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**Pine Hill Public Schools  
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<b>Unit Title: Electronic Imaging/ Advanced Compositing</b>		<b>Unit # 4</b>
<b>Course or Grade Level: Printing Trades II/ 9-12</b>		<b>Length of Time: January</b>
<b>Pacing</b>	20 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is color correction?</li> <li>• What is a Photoshop filter?</li> <li>• What is a Photoshop panorama?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Montages</li> <li>• Cropping Images</li> <li>• Positioning Guides</li> <li>• Applying Filters</li> <li>• Hand Coloring</li> <li>• Refining</li> <li>• Drop Shadow</li> <li>• Borders</li> <li>• Panorama stitching</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Be able to use Guides to place and align images</li> <li>• Be able to save and load selections as masks</li> <li>• Demonstrate the ability to use color effects</li> <li>• Demonstrate filter effects</li> <li>• Be able create special effects with layers</li> <li>• Demonstrate panoramic image blending</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Quiz/Tests</li> <li>• Summary &amp; Review Questions</li> <li>• Teacher Observation</li> <li>• Student Demonstration</li> <li>• Projects</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>• Math</li> <li>• Science</li> <li>• Language Arts</li> <li>• History</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet/ Video/ Scanner</li> <li>• Graphic Communications / Z. A. Prust 1994</li> <li>• Photo Offset Fundamentals /J. E. Cogoli 1980</li> <li>• Adobe Illustrator CS4 Classroom in a Book 2009/Adobe Photoshop CS4 Classroom in a Book 2009</li> <li>• Teacher Handouts</li> <li>• I-Mac Computers</li> <li>• HP 6015 Printer/HP 5500 Printer/4500 Xerox/AB Dick 360 Press</li> <li>• Adobe Creative Suite CS 4</li> <li>• Projects</li> </ul>	
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<b>Unit Title: Electronic Imaging/Typographic Design</b>		<b>Unit # 5</b>
<b>Course or Grade Level: Printing Trades II / 9-12</b>		<b>Length of Time: February</b>
<b>Pacing</b>	20 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is a Pixel?</li> <li>• What is Resolution?</li> <li>• What is post Script</li> <li>• What part does typography play in the design process?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• History of type</li> <li>• Styles</li> <li>• Use guides</li> <li>• Layer Styles</li> <li>• Type panel</li> <li>• Merging</li> <li>• Clipping</li> <li>• Previewing</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Define terms relate to typography</li> <li>• Understand the history of type</li> <li>• Define and use guides to position type</li> <li>• Create a clipping mask from type</li> <li>• Merge type with text and other layers</li> <li>• Preview type faces</li> <li>• Control selection and positioning of Type</li> <li>• Warp text around an object</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Quiz/Tests/Benchmarks</li> <li>• Summary &amp; Review Questions</li> <li>• Teacher Observation</li> <li>• Student Demonstration</li> <li>• Projects</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>• Math</li> <li>• Science</li> <li>• Language Arts</li> <li>• History</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet/ Scanner/ Video/ I-Mac Computers</li> <li>• Graphic Communications / Z. A. Prust 1994</li> <li>• Photo Offset Fundamentals /J. E. Cogoli 1980</li> <li>• Adobe Illustrator CS4 Classroom in a Book 2009/Adobe Photoshop CS4 Classroom in a Book 2009</li> <li>• Teacher Handouts</li> <li>• HP 6015 Printer/HP 5500 Printer/4500 Xerox/AB Dick 360 Press</li> <li>• Adobe Creative Suite CS 4</li> <li>• Projects</li> </ul>	
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<b>Unit Title: Reproduction/Finishing Operations/Paper</b>		<b>Unit # 6</b>
<b>Course or Grade Level: Printing Trades II / 9-12</b>		<b>Length of Time: March/April /May</b>
<b>Pacing</b>	70 Days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is the difference between electronic and offset printing?</li> <li>• What are the paper requirements for various applications?</li> <li>• What are binding and finishing operations?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Printing Industry Processes and Products</li> <li>• Offset Press Operation</li> <li>• Press safety</li> <li>• Electronic Publishing</li> <li>• Paper composition and applications</li> <li>• Bindery and Finishing operations</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Define the process of the major printing processes</li> <li>• Identify what types of materials are printed by each process</li> <li>• Define terms related to paper</li> <li>• Match paper grades with their uses</li> <li>• Match basic paper sizes with their dimensions</li> <li>• Determine grain direction</li> <li>• List information needed when ordering</li> <li>• Identify various type of envelopes</li> <li>• Select the appropriate paper for jobs assigned</li> <li>• Define terms related to binding and finishing</li> <li>• Identify and use basic bindery equipment and safety practices</li> <li>• Identify folding styles</li> <li>• Produce Products as per required orders</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Quiz/Tests</li> <li>• Summary &amp; Review Questions</li> <li>• Teacher Observation</li> <li>• Student Demonstration</li> <li>• Projects</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>• Math</li> <li>• Science</li> <li>• Language Arts</li> <li>• History</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet/ Video/ Scanner</li> <li>• Graphic Communications / Z. A. Prust 1994</li> <li>• Photo Offset Fundamentals /J. E. Cogoli 1980</li> <li>• Adobe Illustrator CS4 Classroom in a Book 2009/Adobe Photoshop CS4 Classroom in a Book 2009</li> <li>• Teacher Handouts</li> <li>• I-Mac Computers</li> <li>• HP 6015 Printer/HP 5500 Printer</li> <li>• 4500 Xerox/AB Dick 360 Press</li> </ul>	

	<ul style="list-style-type: none"><li>• Adobe Creative Suite CS 4</li><li>• Projects</li></ul>
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**Pine Hill Public Schools  
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<b>Unit Title: Media Exploration/Career Opportunities</b>		<b>Unit # 7</b>
<b>Course or Grade Level: Printing Trades I / 9-12</b>		<b>Length of Time: June</b>
<b>Pacing</b>	5 Days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What Careers are available in Graphic Arts?</li> <li>• What is a Resume?</li> <li>• How does one use social media to network?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Career Categories</li> <li>• Graphic Communications</li> <li>• Publications</li> <li>• Graphic Design</li> <li>• Media</li> <li>• Illustrator</li> <li>• Industrial/Product Design</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Research careers using the internet</li> <li>• Planning educational requirements</li> <li>• Planning post secondary education</li> <li>• Create/present Power Point Presentations</li> <li>• Writing a Resume</li> <li>• Writing Correspondence</li> <li>• Social Media Literacy</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Quiz/Tests/Benchmarks</li> <li>• Summary &amp; Review Questions</li> <li>• Teacher Observation</li> <li>• Student Demonstration</li> <li>• Projects</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>• Math</li> <li>• Science</li> <li>• Language Arts</li> <li>• History</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet/ I-Mac Computers/ Scanner/ Video</li> <li>• Graphic Communications / Z. A. Prust 1994/Photo Offset Fundamentals /J. E. Cogoli 1980</li> <li>• Adobe Illustrator CS4 Classroom in a Book 2009/Adobe Photoshop CS4 Classroom in a Book 2009</li> <li>• Teacher Handouts</li> <li>• HP 6015 Printer/HP 5500 Printer</li> <li>• 4500 Xerox/AB Dick 360 Press</li> <li>• Adobe Creative Suite CS 4</li> <li>• Projects</li> </ul>	
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<b>Pine Hill Public Schools</b>	
<b>Core Curriculum Standards for this course</b>	
<b>2009 NJCCCS VISUAL &amp; PERFORMING ARTS</b>	
<b>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.</b>	
<b>Strand(s): D. Visual Art</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.
<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: 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.
<b>Strand(s): B Critique Methodologies</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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.
<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>Strand(s): C. Collaboration, Teamwork, and Leadership</b>	
<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.
<b>Standard: 9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</b>	
<b>Strand(s): C. Career Preparation</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C. Assess and modify Personalized Student Learning Plans to support declared career goals.
	9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
	9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.
	9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
	9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
	9.3.12.C.21 Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
<b>2009 NJCCCS Career &amp; Technical Education</b>	
<b>9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</b>	
<b>Strand(s): C. Arts, A/V Technology, &amp; Communications Career Cluster</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>

<p>Academic Foundations: Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.</p>	<p>9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p>
<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). Demonstrate knowledge of the printing process, including customer service and sales, scheduling, and quality control, to deliver products that meet customer needs and expectations.</p>
	<p>9.4.12.C.(3).2 Analyze and summarize output process, including digital, film, directive plate making, 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>9.4.12.C.(3).6 Demonstrate preparation of customer materials for imaging to deliver products that meet customer needs and expectations.</p>
	<p>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.</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>

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.
Roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment impact business operations.	9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
Technical knowledge and skills play a role in all careers within the cluster and pathway.	9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.

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

**2009 NJCCCS Technology**

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

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

<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**

	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		