

Pine Hill Public Schools Curriculum

Content Area:		Electives – Fine Art	
Course Title/ Grade Level:		Senior Art Seminar	
Unit 1:	Analysis, Evaluation and Creation- Developing a Personal Statement	Month:	Sept 15
Unit 2:	Drawing Portfolio	Month:	Oct-Nov
Unit 3:	2-D Design Portfolio	Month:	Dec-Jan
Unit 4:	3-D Design Portfolio	Month:	Feb-Mar
Unit 5:	Art Show Preparation/Senior Exhibit	Month:	April-1 st 1/2 May
Unit 6:	Portfolio Presentation/ Exit Interview	Month:	2 nd 1/2 May -June
BOE Approval Date:		August 28,2012	

**Pine Hill Public Schools
Curriculum**

Unit Title: Analysis, Evaluation and Creation-Developing a Personal Statement		Unit #: 1
Course or Grade Level: 12		Length of Time: September
Date Created: 8/13/12		BOE Approval Date:
Pacing	18 days	
Essential Questions	<ul style="list-style-type: none"> • How can an artist's body of work be autobiographical? • What is the significance of objects depicted in works of art? • In judging work, what are the four aesthetic theories? • How do artists positively assess one's own artwork to improve the portfolio? 	
Content	<ul style="list-style-type: none"> • Elements of Art and Principles of Design • Analysis, evaluation, and creation of works • Cultural Context and Art History • Art Criticism • Aesthetic theories- Formalism, Realism, expressionism, instrumentalism 	
Skills	<ul style="list-style-type: none"> • Setting goals • Develop a series of work • Enhance personal expressive abilities • Improve 2-D and 3-D skills • Make informed judgments • Use high-level art vocabulary • Use technology • Portfolio development • Photograph artwork for digital portfolio • Produce a journal (sketchbook) that records creative process, challenges and solutions. 	
Assessments	<ul style="list-style-type: none"> • Sketchbook Assignments • Journal Entries • Exhibitions/Contests • Presentations • Self and Group Critique • Projects • Rubric • Teacher Observation • Product 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Choice of theme, materials, and subject matter can vary with each student • Complexity of subject matter and technical skill will vary with student ability • 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"> • Handout • PowerPoint • Websites • Text: The Visual Experience Davis Publications 2005 	
*****	Core Curriculum Standards are located at the end of the final Unit	

**Pine Hill Public Schools
Curriculum**

Unit Title: Drawing Portfolio		Unit #: 2
Course or Grade Level: 12		Length of Time: Oct-Nov
Date Created: 8/13/12		BOE Approval Date:
Pacing	20 days	
Essential Questions	<ul style="list-style-type: none"> • How do artists communicate ideas by using elements of art and principles of design as their visual language? • How do artists positively assess ones own artwork to improve the portfolio? 	
Content	<ul style="list-style-type: none"> • Line Quality • Illusion of Form • Tonal Values • Linear Perspective • Illusion of Depth • Spatial Systems 	
Skills	<ul style="list-style-type: none"> • Demonstrate knowledge of elements and principles of art through the production of artwork. • Create artwork using a wide range of line qualities, illusion of form, tonal values and the illusion of depth. • Create artwork that demonstrates depth of space through linear perspective and shows spatial relationships. • Demonstrate works that address a wide range of themes and media techniques -Landscape/cityscape, figure drawing, still life, portraiture, realism, abstract, non-objective. • Photograph artwork for digital portfolio Concentration decided upon by student. • Produce a journal (sketchbook) that records creative process, challenges and solutions. 	
Assessments	<ul style="list-style-type: none"> • Sketchbook Assignments • Journal Entries • Exhibitions/Contests • Presentations • Self and Group Critique • Projects • Rubric • Teacher Observation • Product 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Choice of theme and subject matter can vary among students • 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"> • Handout • PowerPoint • Websites • Text: The Visual Experience Davis Publications 2005 	
*****	Core Curriculum Standards are located at the end of the final Unit	

**Pine Hill Public Schools
Curriculum**

Unit Title: 2-D Design Portfolio		Unit #: 3
Course or Grade Level: 12		Length of Time: Dec-Jan
Date Created: 8/14/12		BOE Approval Date:
Pacing	20 days	
Essential Questions	<ul style="list-style-type: none"> • How do artists communicate ideas by using elements of art and principles of design as their visual language? • How do artists positively assess ones own artwork to improve the portfolio? 	
Content	<ul style="list-style-type: none"> • Unity/Variety • Balance • Emphasis/Contrast • Proportion/Scale 	
Skills	<ul style="list-style-type: none"> • Utilize realism, abstract, and non-objective approaches by focusing on inventive applications of the elements and principles of 2-D design. • Create composition that demonstrates variety, balance and a focal point with contrast. • Create artwork that demonstrates correct size relationships according to scale. • Concentration decided upon by student. • Self evaluate individual pieces. • Photograph artwork for digital portfolio • Produce a journal (sketchbook) that records creative process, challenges and solutions. 	
Assessments	<ul style="list-style-type: none"> • Sketchbook Assignments • Journal Entries • Exhibitions/Contests • Presentations • Self and Group Critique • Projects • Rubric • Teacher Observation • Product 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Choice of theme and subject matter can vary among students • 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"> • Handout • PowerPoint • Websites • Text: The Visual Experience Davis Publications 2005 	
*****	Core Curriculum Standards are located at the end of the final Unit	

**Pine Hill Public Schools
Curriculum**

Unit Title: 3-D Design Portfolio		Unit #: 4
Course or Grade Level: 12		Length of Time: Feb-Mar
Date Created: 8/14/12		BOE Approval Date:
Pacing	30 days	
Essential Questions	<ul style="list-style-type: none"> • How do artists communicate ideas by using elements of art and principles of design as their visual language? • How do artists positively assess ones own artwork to improve the portfolio? 	
Content	<ul style="list-style-type: none"> • Unity/Emphasis • Rhythm • Proportion/Scale • Balance • Contrast 	
Skills	<ul style="list-style-type: none"> • Create an artwork that reflects the goals of elements of art and design for 3-D design. • Create an artwork that demonstrates effective integration of concept and technique. • Appropriate use of materials and techniques as they relate to 3-D design. • Concentration decided by student. • Self evaluate individual pieces. • Photograph artwork for digital portfolio • Produce a journal (sketchbook) that records creative process, challenges and solutions. 	
Assessments	<ul style="list-style-type: none"> • Sketchbook Assignments • Journal Entries • Exhibitions/Contests • Presentations • Self and Group Critique • Projects • Rubric • Teacher Observation • Product 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Choice of theme and subject matter can vary among students • 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"> • Handout • PowerPoint • Websites • Text: The Visual Experience Davis Publications 2005 	
*****	Core Curriculum Standards are located at the end of the final Unit	

**Pine Hill Public Schools
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Unit Title: Art Show Preparation/Senior Exhibit		Unit #: 5
Course or Grade Level: 12		Length of Time: April- 1st/2 May
Date Created: 8-14-12		BOE Approval Date:
Pacing	20 days	
Essential Questions	<ul style="list-style-type: none"> • What is it important to display work professionally? • What is the proper way to measure and cut a mat for a piece of artwork? • How does one critically assess one's own work? 	
Content	<ul style="list-style-type: none"> • Self-Evaluation • Presentation • Photograph work 	
Skills	<ul style="list-style-type: none"> • Properly measure and cut the opening of the mat. • Scan artwork for digital portfolio. • Professionally display artwork at show • Label the artwork for display • Produce a journal (sketchbook) that records creative process, challenges and solutions. 	
Assessments	<ul style="list-style-type: none"> • Sketchbook Assignments • Journal Entries • Exhibitions/Contests • Presentations • Self and Group Critique • Projects • Rubric • Teacher Observation • Product 	
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"> • Mathematics 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Text: The Visual Experience Davis Publications 2005 	

**Pine Hill Public Schools
Curriculum**

Unit Title: Portfolio Presentation/ Exit Interview		Unit #: 6
Course or Grade Level: 12		Length of Time: 2nd 1/2 May-June
Date Created: 8/14/12		BOE Approval Date:
Pacing	18 days	
Essential Questions	<ul style="list-style-type: none"> • How do artists positively assess ones own artwork to improve the portfolio? • Does the portfolio demonstrate mastery by exhibiting quality, concentration, technical skill and personal style? • Do the examples of 2-D and 3-D work demonstrate a knowledge of space, form and function throughout the portfolio? • Does the portfolio reflect a cohesive body of work demonstrating personal responsibility and integrity? 	
Content	<ul style="list-style-type: none"> • Self Evaluation • Technical Skill • Quality of Work • Personal Style 	
Skills	<ul style="list-style-type: none"> • Develop a body of work around an idea with evidence of planning, investigation ad focus. • Create artwork that shows effective integration of concept and technique. • Produce a body of artwork that demonstrates original vision. 	
Assessments	<ul style="list-style-type: none"> • Sketchbook Assignments • Journal Entries • Exhibitions/Contests • Presentations • Self and Group Critique • Projects • Rubric • Teacher Observation • Product 	
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"> • Text: The Visual Experience Davis Publications 2005 	
*****	Core Curriculum Standards are located at the end of the final Unit	

**Art 4 Units 1-5
Pine Hill Public Schools
Core Curriculum Standards**

2009 NJCCCS VISUAL & PERFORMING ARTS

Standard: 1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Strand(s): D. Visual Art

Content Statement(s):

CPI # / CPI(s):

Content: Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes

Content: Stimuli for the creation of artworks can come from many places, including other arts disciplines.

1.1.12. D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

Standard: 1.2 History of the Arts & Culture All students will understand the role, development and influence of the arts throughout history and across cultures.

Strand(s): D. Visual Art

Content Statement(s):

CPI # / CPI(s):

Content: Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

Content: Stimuli for the creation of artworks can come from many places, including other arts disciplines.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

Standard: 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand(s): D. Visual Art

Content Statement(s):

CPI # / CPI(s):

Content: How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance

1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

Content: Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.

1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

Content: The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

Art 4 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.

Content: Two and three -dimensional artworks can be rendered culturally specific by using the tools techniques, styles, materials, and methodologies that are germane to a particular cultural style.	1.3.12.D. Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.
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.1 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.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.
Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.	9.4.12.C.(6).1 Research the history of the visual arts and analyze the role of the visual arts in society to develop a broad understanding of the nature and scope of the pathway.
	9.4.12.C.(6).2 Analyze how elements and principles are applied in a broad range of specific works of art.
	9.4.12.C.(6).3 Explain what and how specific works of art communicate meaning and how they are used as a means to express ideas.
Employability skills and career and entrepreneurship opportunities build the capacity for successful careers in a global economy.	9.4.12.C.(6).4 Research careers and the qualifications they require to build an understanding of opportunities of the pathway.
	9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents.
	9.4.12.C.9 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
Technology is used to access, manage, integrate, and disseminate information.	9.4.12.C.19 Employ technological tools to expedite workflow.
	9.4.12.C.21 Operate Internet applications to perform tasks.
	9.4.12.C.23 Operate presentation applications to prepare and deliver presentations.

2009 NJCCCS Technology

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

Strand(s): D. Digital Citizenship

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.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	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		

**Art 4 Units 5-6
Core Curriculum Standards**

2009 NJCCCS VISUAL & PERFORMING ARTS

Standard: 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand(s): D. Visual Art

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): 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.

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.

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):

*Roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment impact business operation. *Key organizational systems impact organizational performance and the quality of products and services. * Understanding the global context of 21st-century industries and careers impacts business operations.	9.4.12.C. (3). Demonstrate knowledge of the printing process, including customer service and sales, scheduling, and quality control, to deliver products that meet customer needs and expectations.
Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	9.4.12.C. (3). 5 Employ processes required for the production of various printed products to build an understanding of print technologies.
Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.	9.4.12.C. (6). 3 Explain what and how specific works of art communicate meaning and how they are used as a means to express ideas.
Employability skills and career and entrepreneurship opportunities build the capacity for successful careers in a global economy.	9.4.12.C.9 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
Technology is used to access, manage, integrate, and disseminate information.	9.4.12.C.19 Employ technological tools to expedite workflow.

2009 NJCCCS Technology

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

Strand(s): D. Digital Citizenship

Content Statement(s):

CPI # / CPI(s):

Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines.
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21st Century Themes

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
X	Media Literacy		ICT Literacy	X	Life and Career Skills	