MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

Moorestown High School
Arts & Technology - Media Arts

Publishing, Design & Marketing Communication
Grades – 9-12

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Contents

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Course Description and Fundamental Concepts

Publishing, Design & Marketing Communication

This course will provide students with key concepts and learning experiences related to the foundations of publishing, design, and marketing. Students will have the opportunity to improve their communication skills while using a variety of marketing outlets & publishing tools. This course will explore social media marketing, writing for print and electronic publishing, and executing marketing campaigns. Students will gain hands-on experience through project-based learning by organizing and creating content for the Nutshell yearbook.

- Fundamental Concepts should outline the main course topics/concepts with no timeline.

  Unit 1: Publishing & Communication Basics
    1. How to disseminate information
    2. The impact of writing style and tone on the written word
    3. The effects of technology on communication
    4. The working parts of the publishing process
    5. Getting ideas from concept to published
    6. Working with a team
  Unit 2: Photography
    1. Photojournalism
    2. Composition techniques
    3. Exposure & equipment
    4. Equipment checkout & maintenance
  Unit 3: Writing
    1. Types of stories
    2. Interviewing & captions
    3. Workflow
  Unit 4: Design
    1. Elements of design
    2. Designing for print
    3. Designing for screen
    4. Typography basics
    5. Stylesheets
  Unit 5: Marketing
    1. Building your plan
    2. Building your audience
    3. Implementing your strategy
    4. Delivering the product

New Jersey Student Learning Standards (NJSLS)

NJSLS Visual Arts (Standard 1)

Content Area	Visual and 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	**D. Visual Art**

12	NOTE: By the end of grade 12, those students choosing VISUAL ART as their required area of specialization demonstrate PROFICIENCY in the following content knowledge and skills.		
	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.
	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.

Content Area	Visual and Performing Arts
Standard	**1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
Strand	**A. History of the Arts and Culture**

12	NOTE: By the end of grade 12, all students demonstrate PROFICIENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.		
	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.
	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.	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.

Content Area	Visual and 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	**D. Visual Art**

12	NOTE: By the end of grade 12, those students choosing VISUAL ART as their required area of specialization demonstrate PROFICIENCY in the following content knowledge and skills.		
	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.
	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.
	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.
	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.

	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.5	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.

	1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.		

12	NOTE: By the end of grade 12, all students demonstrate PROFICIENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.		
	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.
	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.
	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.
	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.	1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

	1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.		

12	NOTE: By the end of grade 12, all students demonstrate PROFICIENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.		
	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.
	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.
	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.

NJSLS Media Arts ([Standard 1](#))

Unit Addressed	Standard #	Standard Description
Units 1, 2, 4, 5	Standard 1	Generating and conceptualizing ideas. **Enduring Understanding:** Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. **Essential Question(s):** How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?
Units 2, 4, 5	Standard 2	Organizing and developing ideas. **Enduring Understanding:** Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning.

		Essential Question(s): How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?
	Standard 3	Refining and completing products. **Enduring Understanding:** The forming, integration and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks. **Essential Question(s):** How can an artist construct a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?
	Standard 4	Selecting, analyzing, and interpreting work. **Enduring Understanding:** Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. **Essential Question(s):** How are complex media arts experiences constructed? At what point is a work considered "complete"?
Units 1, 2, 4, 5	**Standard 5**	Developing and refining techniques and models or steps needed to create products. **Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems. **Essential Questions:** How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
	Standard 6	Conveying meaning through art. **Enduring Understanding:** Media artists present, share, and distribute media artworks through various social, cultural, and political contexts. **Essential Questions:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing, or distributing media artworks?
Units 1, 2, 4, 5	**Standard 7**	Perceiving and analyzing products. **Enduring Understanding:** Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. **Essential Question(s):** How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
	Standard 8	Interpreting intent and meaning. **Enduring Understanding:** Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. Analysis of media artworks provides clues to their expressive intent.

		Essential Question(s): How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?
Units 2, 5	**Standard 9**	Applying criteria to evaluate artistic products. **Enduring Understanding:** Evaluation and critique are vital components of experiencing, appreciating, and producing media artworks. **Essential Questions:** How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?
Units 1, 5	**Standard 10**	Synthesizing and relating knowledge and personal experiences to create products. **Enduring Understanding:** Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences. **Essential Question(s):** How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?
	Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances a media artist's work. **Essential Questions:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

NJSLS Career and Technical Education (Standard 9.3)

MARKETING CAREER CLUSTER®		
	By the end of Grade 12, Career and Technical Education Program completers will be able to:	
Unit Addressed	*CAREER CLUSTER®:*	*MARKETING (MK)*
Unit 5	9.3.MK.1	Describe the impact of economics, economic systems, and entrepreneurship on marketing.
Unit 5	9.3.MK.2	Implement marketing research to obtain and evaluate the information for the creation of a marketing plan.

	9.3.MK.3	Plan, monitor, manage, and maintain the use of financial resources for marketing activities.
Unit 5	9.3.MK.4	Plan, monitor and manage the day‑to‑day activities required for continued marketing business operations.
Unit 5	9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
Unit 5	9.3.MK.6	Select, monitor and manage sales and distribution channels.
	9.3.MK.7	Determine and adjust prices to maximize return while maintaining customer perception of value.
Unit 5	9.3.MK.8	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
Unit 5	9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve the desired outcome.
Unit 5	9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.
Unit Addressed	*PATHWAY:*	***MARKETING COMMUNICATIONS (MK COM)***
Unit 5	9.3.MK COM.1	Apply techniques and strategies to convey ideas and information through marketing communications.
Unit 5	9.3.MK COM.2	Plan, manage and monitor day‑to‑day activities of marketing communications operations.
Unit 5	9.3.MK COM.3	Access, evaluate and disseminate information to enhance marketing decision making processes.
Unit 5	9.3.MK COM.4	Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
Unit 5	9.3.MK COM.5	Communicate information about products, services, images, and/or ideas to achieve the desired outcome.

MARKETING CAREER CLUSTER®		
Unit Addressed	Number	Standard Statement
	PATHWAY:	***MARKETING MANAGEMENT (MK MGT)***
Unit 5	9.3.MK MGT.1	Plan, organize and lead marketing staff to achieve business goals.
Unit 5	9.3.MK MGT.2	Plan, manage and monitor day to day marketing management operations.
Unit 5	9.3.MK MGT.3	Plan, manage and organize to meet the requirements of the marketing plan.

Unit 5	9.3.MK MGT.4	Access, evaluate and disseminate information to aid in making marketing management decisions.
Unit 5	9.3.MK MGT.5	Determine and adjust prices to maximize return and meet customers' perceptions of value.
Unit 5	9.3.MK MGT.6	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
Unit 5	9.3.MK MGT.7	Communicate information about products, services, images and/or ideas.
Unit Addressed	*PATHWAY:*	*MARKETING RESEARCH (MK RES)*
Unit 5	9.3.MK RES.1	Plan, organize and manage day to day marketing research activities.
Unit 5	9.3.MK RES.2	Design and conduct research activities to facilitate marketing business decisions.
Unit 5	9.3.MK RES.3	Use information systems and tools to make marketing research decisions.
	PATHWAY:	*MERCHANDISING (MK MER)*
	9.3.MK MER.1	Plan, organize and lead merchandising staff to enhance selling and merchandising skills.
	9.3.MK MER.2	Plan, manage and monitor day to day merchandising activities.
Unit 5	9.3.MK MER.3	Move, store, locate and/or transfer ownership of retail goods and services.
Unit 5	9.3.MK MER.4	Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
	9.3.MK MER.5	Determine and adjust prices to maximize return and meet customers' perceptions of value.
	9.3.MK MER.6	Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
Unit 5	9.3.MK MER.7	Communicate information about retail products, services, images and/or ideas.
Unit 5	9.3.MK MER.8	Create and manage merchandising activities that provide for client needs and wants.

	INFORMATION TECHNOLOGY CAREER CLUSTER®	
	PATHWAY:	*WEB & DIGITAL COMMUNICATIONS (IT WD)*
Unit 5	9.3.IT WD.1	Analyze customer requirements to design and develop a Web or digital communication product.
Unit 5	9.3.IT WD.2	Apply the design and development process to produce user focused Web and digital communications solutions.

Unit 5	9.3.IT WD.3	Write product specifications that define the scope of work aligned to customer requirements.
Units 2, 4, 5	9.3.IT WD.4	Demonstrate the effective use of tools for digital communication production, development, and project management.
	9.3.IT WD.5	Develop, administer, and maintain Web applications.
Unit 5	9.3.IT WD.6	Design, create and publish a digital communication product based on customer needs.
	9.3.IT WD.7	Evaluate the functionality of a digital communication product using industry-accepted techniques and metrics.
	9.3.IT WD.8	Implement quality assurance processes to deliver quality digital communication products and services.
	9.3.IT WD.9	Perform maintenance and customer support functions for digital communication products.
Units 2, 4, 5	9.3.IT WD.10	Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

English Companion Standards
List grade-level appropriate companion standards for <u>History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12.</u> English Companion Standards are <u>required</u> in these subject/content areas.

Unit Addressed	Standard #	Standard Description
	NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Unit 3	**NJSLSA.R2**	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Unit 3	**NJSLSA.R3**	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
	NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Units 1, 3	**NJSLSA.R5**	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Units 1, 3	**NJSLSA.R6**	Assess how point of view or purpose shapes the content and style of a text.

Units 1, 3, 5	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	NJSLSA.R10	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Units 1, 3	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Units 1, 3	NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Units 1, 3	NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Units 3, 5	NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Units 3, 5	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Units 3, 5	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
	NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Unit 3	NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Units 3, 5	NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Units 1, 3, 5	NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Units 1, 3, 5	NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

	NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
	NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Units 3, 4, 5	NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Career Awareness, Exploration, Preparation, and Training (Standard 9.2)
List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	**Core Idea**	**Standard / Description**
	There are strategies to improve one's professional value and marketability.	*9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.* *9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.* *9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.*
	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	*9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.* *9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.* *9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.* *9.2.12.CAP.7: 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.* *9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.*

		9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them. *9.2.12.CAP.10*: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans). *9.2.12.CAP.11*: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.
	An individual's income and benefit needs and financial plan can change over time.	*9.2.12.CAP.12*: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients. *9.2.12.CAP.13*: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	*9.2.12.CAP.14*: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	*9.2.12.CAP.15*: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income. *9.2.12.CAP.16*: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments. *9.2.12.CAP.17*: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice. *9.2.12.CAP.18*: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding). *9.2.12.CAP.19*: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income. *9.2.12.CAP.20*: Analyze a Federal and State Income Tax Return.

	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	*9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.* *9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.* *9.2.12.CAP.23: Identify different ways to obtain capital for starting a business*

Life Literacies and Key Skills ([Standard 9.4](#)) *List appropriate units below for which standards will be addressed*

By Grade 12		
Unit Addressed	**Core Idea**	**Standard / Description**
Units 1-5	**Creativity and Innovation**: With a growth mindset, failure is an important part of success.	*9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).*
Units 1-5	**Creativity and Innovation**: Innovative ideas or innovation can lead to career opportunities.	*9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).* *9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).*
	Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	*9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).* *9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving (e.g., 1.3E.12profCR3.a).* *9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service-learning activity that addresses a local or global issue (e.g., environmental justice).* *9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.*
Units 2, 3, 4, 5	**Digital Citizenship:** Laws govern the use of intellectual property and there are legal consequences of utilizing or sharing another's original works without permission or appropriate credit.	*9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).* *9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics*

	Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.	*9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).* *9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).* *9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.*
	Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.	*9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.*
Units 1-5	**Digital Citizenship:** Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields has changed the nature, content, and responsibilities of many careers.	*9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).*
	Digital Citizenship: Network connectivity and computing capability extended to objects, sensors, and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.	*9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.*
	Global and Cultural Awareness: Solutions to the problems faced by a global society requires the contribution of individuals with different points of view and experiences.	*9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).*

Units 1, 5	**Information and Media Literacy:** Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.	***9.4.12.IML.1:*** *Compare search browsers and recognize features that allow for filtering of information.* ***9.4.12.IML.2:*** *Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.*
	Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully	***9.4.12.IML.3***: *Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)* ***9.4.12.IML.4***: *Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).*
Unit 5	**Information and Media Literacy:** In order for members of our society to participate productively, information needs to be shared accurately and ethically.	***9.4.12.IML.5***: *Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).* ***9.4.12.IML.6***: *Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).*
	Information and Media Literacy: Accurate information may help in making valuable and ethical choices.	***9.4.12.IML.7***: *Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).*
Units 1-5	**Information and Media Literacy:** Media have embedded values and points of view.	***9.4.12.IML.8***: *Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).* ***9.4.12.IML.9***: *Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).*
Units 1-5	**Technology Literacy:** Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	***9.4.12.TL.1***: *Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).* ***9.4.12.TL.2***: *Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.*

	Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	**9.4.12.TL.3**: *Analyze the effectiveness of the process and quality of collaborative environments.* **9.4.12.TL.4**: *Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).*

Interdisciplinary Connections
List any other content standards addressed as well as appropriate units

Standard 8.2		**Technology Education, Engineering, Design, and Computational Thinking - Programming:** *All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.*
Units 1-5	**Strand A**	**The Nature of Technology: Creativity and Innovation:** *Technology systems impact every aspect of the world in which we live.*
	Strand B	**Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*
Units 1-5	**Strand C**	**Design:** *The design process is a systematic approach to solving problems.*
Units 1-5	**Strand D**	**Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*
	Strand E	**Computational Thinking: Programming:** *Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.*

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/Topic	Month (w/Approx number of Teaching Days)
Publishing & Communication Basics: writing for your audience, proficiency of vocabulary, analyzing and reproducing an established style of design.	**September** **(~19 days)**
Photography part 1: understanding photojournalism, learning compositional techniques, equipment care, developing working systems	**October** **(~19 days)**
Writing part 1: finding stories, types of stories, interviewing & listening, workflow, editing, style guides	**November** **(~16 days)**
Design part 1: elements of design, establishing a grid, typography basics, consistency: stylesheets	**December** **(~15 days)**
Marketing part 1: establishing a media presences, building your marketing plan, building your audience	**January** **(~18 days)**
Writing, Design & Photography part 2: drafting & revision, putting the parts together	**February** **(~18 days)**
Writing, Design & Photography part 2: drafting & revision, putting the parts together.	**March** **(~15-20 days)**
Design part 3: application of design systems: book design **Marketing part 2: advertising & promotions, thematic drives, consumer marketing programs (CMP)**	**April** **(~15-20 days)**
Design part 4: application of design systems: social media, and magazine design.	**May** **(~18 days)**
Marketing part 3: supply & distribution, system development & implementation.	**June** **(~15 days)**

Unit Name: Publishing & Communication Basics
Learning Goals: What do I want my students to learn?
Standards
NJSLS - _1.4.12.B1-3, 1.3.12.D.2- 4, 1.1.12.D.2_ _NJSLS - Career Awareness, Exploration, Preparation, and Training_ _NJSLS - Life Literacies and Key Skills_ _NJSLS - Interdisciplinary Standards_
Fundamental Concepts / Big Ideas
● What methods exist for disseminating information? ● How can writing style and tone impact the success of the written word? ● How does technology affect or influence communication? ● What are the working parts of the publishing process? ● How do ideas get from concept to published?
Learning Objectives
Students will be able to… ● Identify the appropriate style of communication for correspondence, and understand the importance of professional communications. ● Evaluate and identify the appropriate means of communication based on the intended audience. ● Recognize & understand the steps in the publishing process. ● Gain proficiency with publishing terminology

Unit Name: Photography

Learning Goals: What do I want my students to learn?

Standards

NJSLS - *1.4.12.B1-3, 1.3.12.D.2- 4, 1.1.12.D.2*
NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

Fundamental Concepts / Big Ideas

- Photojournalism: Telling a story through imagery.
- Composition Techniques: How the composition of an image adds visual interest & communication.
- Exposure & Equipment: Using the correct settings & equipment for the scene.
- Equipment Check out & Maintenance: Caring for your equipment is an essential part of your success.
- Image Storage: Developing an organizing strategy is essential for finding images for use in your publication.
- Rating & Reviewing: What to look for in an image for publication. Developing a rating system for publication.
- Editing for Publishing: Adjusting exposure, color or contrast to improve the quality of an image.

Learning Objectives

Students will be able to…
- Compose a visually-interesting photograph for use in a publication.
- Control photographic technology to achieve the desired outcome.
- Evaluate imagery for composition and quality.
- Develop and maintain a system for rating and storing images.
- Develop and maintain a system for equipment maintenance and use.
- Manipulate images to improve quality.
- Gain proficiency with photographic language/vocabulary

Unit Name: Writing

Learning Goals: What do I want my students to learn?

Standards

NJSLS - 1.3.12.D.2- 4, 1.1.12.D.2
NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

Fundamental Concepts / Big Ideas

- How does editorial content shape a publication?
- Writing headlines & subheads to attract your audience.
- Understanding & following the journalist's code of ethics.
- Copy is more than just a story.
- Drafting, revising, fact-checking and editing is a team project.

Learning Objectives

Students will be able to…
- Show proficiency with terminology.
- Research a topic and prepare questions related to the said topic for the purpose of writing editorial content.
- Develop a story from idea to final copy.
- Develop and implement a writing style guide.
- Write headlines, subheads & captions for editorial content.
- Develop and implement a drafting and revision workflow process.
- Show proficiency with editing terminology

Unit Name: Design

Learning Goals: What do I want my students to learn?

Standards

NJSLS - *1.4.12.B1-3, 1.3.12.D.2- 4, 1.1.12.D.2*
NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

Fundamental Concepts / Big Ideas

- Elements of design: design principles
- Establishing a grid
- Typography basics
- Developing a visual stylesheet
- Learn industry standard proofing marks
- Current technology is deeply rooted in historical developments
- Color is a powerful design tool
- There are ethical and legal issues to be considered when producing artwork.
- Working with a hierarchy can create effective communication.
- Different types of design projects present unique problems to solve.
- Reflection & evaluation are essential to growth and learning.

Learning Objectives

Students will be able to…
- Identify & utilize design elements to create visually interesting page designs/layouts
- Create guidelines for the use of imagery and text in a variety of design outlets (print & electronic)
- Use text as both a design element and dissemination of information in a variety of design outlets (print & electronic)
- Evaluate artwork using predetermined criteria
- Use proofer marks to give written feedback to peers
- Show proficiency with design & publishing terminology

Unit Name: Marketing

Learning Goals: What do I want my students to learn?

Standards

NJSLS - 1.4.12.B1-3, 1.3.12.D.2- 4, 1.1.12.D.2
NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

Fundamental Concepts / Big Ideas

- Building a marketing plan: awareness through execution
- Role of the marketing manager
- Social Media Marketing
- Building an audience: maintaining communication
- Thematic marketing drives
- Building offers
- Consumer Marketing Program: driving consumer interest

Learning Objectives

Students will be able to…
- Show proficiency with marketing terminology
- Identify target audiences
- Develop marketing strategies
- Develop and implement a marketing plan
- Work as a team to produce messages and materials to support a marketing plan

Please contact the content supervisor for any questions.