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Marking Period	Unit Title	Recommended Instructional Days
Marking Period 4	**Unit 13:** ● Task 1: Students will open a given data file and use the marquee, lasso, and Magic Wand tools to manipulate the image. Students will also save and load selections using the given data file and then work with an save alpha channels according to specific guidelines. Students will then apply a selection with a feather edge and refine selection edges. ● Task 2: Students will modify an image for the Estonia Travel company so that the colors appear more interesting. ● Task 3: Students will modify an image of balloons for a client so that they are posterized and the yellow balloons are changed to orange. ● Task 4: Students modify two visual puzzles for a client. The client supplies two low-resolution examples of how they should appear when finished. ● Task 5: Students modify a photograph for a client so that it has an "Andy Warhol" effect. **Unit 14:** ● Task 1: Students will open a given data file and use the marquee, lasso, and Magic Wand tools to manipulate the image. Students will also save and load selections using the given data file and then work with an save alpha channels according to specific guidelines. Students will then apply a selection with a feather edge and refine selection edges. ● Task 2: Students will modify an image for the Estonia Travel company so that the colors appear more interesting. ● Task 3: Students will modify an image of balloons for a client so that they are posterized and the yellow balloons are changed to orange.	MP4 - 45 days, Units 13-16

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- Task 4: Students modify two visual puzzles for a client. The client supplies two low-resolution examples of how they should appear when finished.
- Task 5: Students modify a photograph for a client so that it has an "Andy Warhol" effect.

Unit 15:

- Task 1: Students will investigate grayscale information by sampling different areas of a given image.
- Task 2: Students will adjust the brightness/contrast levels of a Grand Canyon image.
- Task 3: Students will adjust the black point, white point, and midpoint with levels of an image flower image.
- Task 4: Students will investigate an RGB image of an elephant and adjust Color Balance and Vibrancies.
- Task 5: Independent Challenge: You're designing a brochure of photos from your hometown and want to adjust an image to look its best. [Students will take a given image and modify brightness/contrast/vibrancy levels as specified]
- Task 6: Independent Challenge: You work for a boating magazine and are working on a photo you're going to use in a layout. The creative director tells you that the foreground of the image is great but that she'd like you to give the sky and the mountains in the distance "more weight for detail". [Students will take a given image and modify the levels adjustment layer and use the brush tool's hardness levels to mask the adjustment layer so that it only affects the mountain in the distance.

Unit 16:

- Task 1: Independent Challenge: You're helping a rescue shelter develop a digital persona for adoptions. The owners want to build interest in the shelter by adding some subtle

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	animation to images in their mobile web presence. [Students will open an existing animation of a dog. They will then add a dog bowl to the animation in a new layer.] ● Task 2: Independent Challenge: A friend started a blog about using music to heal from a broken heart. You take over this project from the person who created it. The previous author was experimenting with a couple of different effects, so you decide to keep the one that best fits the theme. [Students will open an existing animation of a heart. They will then modify the animations currently in place.]	

Life Literacy & Key Skills Disciplinary Concept: *Core Idea*	Performance Expectation/s:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit
Creativity and Innovation Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. **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. **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. Collaborative digital tools can be used	**TECH.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). **TECH.9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a) **TECH.9.4.12.DC.8:** Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection. 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	**Essential Question/s:** ● How are selection tools used to help modify images? ● How are layers used to segregate various art components within documents? ● What imaging effects can be applied to enhance images while utilizing layers? ● Which practical operations in Photoshop are used to improve characteristics of images? ● Why are levels adjusted within images? ● Why is it important to have proper color balance within an image? ● What is animation design software? ● What is Adobe Flash and how is it used to create animations? **Activity Description:** ● Students will become familiar with selection tools to modify and edit images within Photoshop ● Students will become familiar with the Adobe Bridge software program. ● Students will use Meta data to label and rate files. ● Students will add and apply keywords to asset Metadata. ● Students will become familiar with adjustment layers to enhance color levels and color balance adjustments.

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to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	calculations in a spreadsheet and draw conclusions about the data. 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.	- Students will be able to adjust black and white points within an image. - Students will become familiar with the Adobe Flash software program. - Students will be able to open and view existing animations pages within Flash by examining different workspace views. - Students will be able to create a project that utilizes layers and the timeline. - Students will know how to close a project and exit the program.
Career Awareness, Exploration, Preparation, & Training Disciplinary Concept: *Core Idea*	**Performance Expectation/s:**	
Career Awareness and Planning There are strategies to improve one's professional value and marketability. **Career Awareness and Planning** Career planning requires purposeful planning, based on research, self-knowledge, and informed choices.	**WRK.9.2.12.CAP.3:** Investigate how continuing education contributes to one's career and personal growth. **WRK.9.2.12.CAP.6:** Identify transferable skills in career choices and design alternative career plans based on those skills.	
Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*	
-Self- awareness -Social Awareness -Self- Management -Relationship Skills -Responsibility -Decision-Making	- Recognizing the importance of self-confidence in handling daily tasks and challenges. - Demonstrate an awareness of the expectations for social interactions in a variety of ways. - Demonstrate an understanding of the need for mutual respect when viewpoints differ. - Recognize the skills needed to	

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	establish and achieve personal and educational goals. ● Utilize positive communication and social skills to interact effectively with others. ● Develop, implement, and model effective problem solving and critical thinking skills.	

Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	Assessments (Summative) *To show evidence of meeting the standard/s, students will successfully complete:*
● Tests ● Quizzes ● Practice problems for homework ● Worksheets ● Lab work: Write programs ● Observation ● Oral Explanation Check	**Benchmarks:** ● Students will obtain a score of 70% or higher, students who complete the proper assigned classwork will be assigned ● Rubric evaluations **Summative Assessments:** ● District Assessments ● Evidence that students can perform the functions ● Final documents/projects

Differentiated Student Access to Content: Teaching and Learning *Resources/Materials*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core Resources**
	● Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not	● Allow access to supplemental materials, including use of online bilingual dictionaries. ● Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format	● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

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	homework is appropriate. ● Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task. ● Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists.	of any classwork, quiz or test to their individual needs.	

Supplemental Resources

Technology:
- Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist.

Other:
- Adobe Creative Suite 6 Software
- Adobe Creative Suite 6 Web Tools: Dreamweaver * Photoshop * Flash
  Course Technology

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Cengage Learning Bishop / Botello / Waxer			
Differentiated Student Access to Content: **Recommended *Strategies & Techniques***			
Core Resources	**Alternate Core Resources** ***IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core**
• Offer resources to students in a variety of ways to accommodate for multiple learning styles. • Engage all learners through implementation of various resources including visual, audio, and tactile materials. • Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.	• Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. • Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). • Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.	• Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. • Provide access to preferred seating, when requested. • Check often for understanding, and review as needed, providing oral and visual prompts when necessary.	• Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. • Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. • Propose interest-based extension activities and opportunities for extra credit.

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	Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.		

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)						
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	Standards in Action: *Climate Change*

Standard 9

9 Career Ready Practices	__X__ CRP1. Act as a responsible and contributing citizen and employee. __X__ CRP2. Attend to financial well-being. __X__ CRP3. Consider the environmental, social and economic impacts of decisions. __X__ CRP4. Demonstrate creativity and innovation. __X__ CRP5. Utilize critical thinking to make sense of problems and persevere in solving them. __X__ CRP6. Model integrity, ethical leadership and effective management. __X__ CRP7. Plan education and career paths aligned to personal goals. __X__ CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively. __X__ CRP9. Work productively in teams while using cultural global

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