



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Graphic Design					
Grade Level(s):	9-12					
Duration:	<i>Full Year:</i>	x	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	This course is the pre-requisite for (944) Graphic Design II. Graphic Design I will introduce students to the materials, processes and equipment used in the graphic design and printing industry. Students will explore graphic design, print layout, typography, electronic publishing, and printing production processes. Students will utilize the latest software, including Adobe PhotoShop, Illustrator, In Design and the rest of the Adobe creative suite. This hand-on approach will allow students to conceptualize ideas and designs, and output them in various formats and medium. This course will lay the groundwork of knowledge and skills needed to excel in Graphic Design I. It will provide the student with photographic and design groundwork needed in the printing field.					
Grading Procedures:	TOTAL POINTS- All assignments, projects, tests and quizzes will be given specific points based on a level of work/time required. Students will earn points for fulfilling the requirements for each activity. A rubric will be provided prior to each assignment/activity so that each student will know their value. Student marking period grades will be based on the points earned divided by the total points assigned. The percentage of points earned will be the student's marking period grade.					
Primary Resources:	Adobe Creative Suite Projector Apple Computers Camera Equipment (SLR Cameras)					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by: Mr. Dale Biebel

Under the Direction of: Ms. Malika Moore

Written: Sept 2023

Revised:

BOE Approval:

Unit Title: Unit 1 - Course Introduction and Overview

Unit Description: This unit will study the important role of graphic design and printing in our technological society. Students will be introduced to the softwares and technologies commonly found in the graphic design and printing industry. Course introduction, facilities, previous works and student expectations will be discussed and demonstrated.

Unit Duration: 1 Week (5 Days)

Desired Results

Standard(s):

9.2 Career Awareness, Exploration, and Preparation

9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster

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.

Indicators: 9.3.12.AC-DES.1 – 2, 9.3.12.AR 1 – 5, 9.3.12. AR – AV.1 – 2, 9.3.12.AR.B4, 9.3.AR-PRT. 1 – 3, 9.3.12.AR-VIS.1 – 3, 9.3.IT.7, 9.3.IT-SUP.2-3, 9.3.IT-WD. 1 -4, 6, 8, 10, 9.3.ST-ET.4, 8.2.a.1-3, 8.2.b.1-6, 8.2.c.1-3

Understandings:

Students will understand that...

- The printing industry is composed of more than 60,000 American firms.
- The communications industry is the largest industry in the world

Essential Questions:

- How has the “digital revolution” changed the graphics industry?
- How did the graphic arts and printing profession begin?

Assessment Evidence

Performance Tasks: Explore Classroom for understanding of classroom management and procedures.

Other Evidence:

- Check for Understanding
- Questioning
- Teacher observation

Benchmarks:

Learning Plan

Learning Activities:

- Course Syllabus/Proficiency and Safety will be reviewed.
- Rules and Procedures will be reviewed
- Safety Regulations and Procedures
- Discussion and demonstration on the Digital Workflow and how it pertains to the class.
- Students will learn where everything is located in the room.
- Orally review Fire/Emergency Evacuation Drill
- Discuss Federal Laws for Safety

Resources:

Unit Modifications for Special Population Students

Advanced Learners

- Provide ample opportunities for creative behavior.
 - Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
 - Show appreciation for creative efforts
 - Respect unusual questions, ideas, and solutions.
 - Encourage students to test their ideas.
 - Provide opportunities and give credit for self-initiated learning.
 - Avoid overly detailed supervision and too much reliance on prescribed curricula.
 - Allow time for reflection.
 - Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
 - Give short directions.
 - Use drill exercises.
 - Give prompt cues during student performance.
 - Let students with poor writing skills use a computer.
 - Break assignments into small segments and assign only one segment at a time.
 - Demonstrate skills and have students model them.
 - Give prompt feedback.
 - Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
 - When possible, use pictures, photos, and charts.
 - Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
 - Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
 - Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
 - Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.

Learners with an IEP

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.

	<ul style="list-style-type: none"> • Give simple directions and read them over with students.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

LA.SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

TECH.8.1.2.A - Students demonstrate a sound understanding of technology concepts, systems and operations

TECH.8.1.2.E - Students apply digital tools to gather, evaluate, and use information.

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Title: Unit 2 - Safety	
Unit Description: Personnel in the graphic communications industry may be confronted with many hazards in the course of performing their duties. It is vital for workers in a graphics plant to know and follow basic safety practices. Students will conduct a safety and health inspection of the facilities. The purpose of such a program is to recognize, evaluate and control potential hazards. Students will check Material Safety Data Sheets, safety guards on equipment, storage and labeling of chemicals, electrical connections/wiring of equipment, and ventilation systems.	
Unit Duration: 2 day (Safety Protocols should be followed year round)	
Desired Results	
Standard(s): 9.2 Career Awareness, Exploration, and Preparation 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster 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.	
Indicators: 9.3.12.AR 4, 9.3.12.AR.B4, 9.3.IT-SUP.2-3,9.3.ST-ET.4	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> the importance of following proper safety protocol the district has a safety and evacuation program in place to keep them safe in a variety of different life threatening situations 	Essential Questions: What is the purpose of a facilities safety and health program? What is the purpose of facilities evacuation and lockdown protocol?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Review fire and emergency evacuation procedures. Examine printing equipment for machine guarding and shut-off sensors Identify location of personal protective equipment. Describe the specific purpose of safety equipment 	Other Evidence: <ul style="list-style-type: none"> Check for Understanding Questioning Teacher observation Safety Quiz
Benchmarks: Quiz – Safety	
Learning Plan	
Learning Activities: <ol style="list-style-type: none"> (Lecture/Discussion: <ol style="list-style-type: none"> Machine guarding Lockout devices Personal Protection Materials Handling Tools and Equipment Handling Material Safety Data Sheets Handout- Fire Extinguisher Classifications 	

3. Handout: Sample Material Safety Data Sheet
4. Orally review Fire/Emergency Evacuation Drill
5. Discuss Federal Laws for Safety
 - a. OSHA
6. Safety Quiz

Resources:

Graphic Design Solutions Text Book, White Board, Projector, Adobe Creative Suite, Printers, Paper, Digital Camera, Memory cards, Memory card readers, Tablets, Scanners, Internet, Font and brush website

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. <p>Avoid comparisons to other students.</p>
Struggling Learners	<ul style="list-style-type: none"> • Assist students in getting organized. • Give short directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability.
English Language Learners	<ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
Learners with an IEP	<ul style="list-style-type: none"> • Use concrete examples to introduce concepts. • Make learning activities consistent. • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently.

	<ul style="list-style-type: none"> • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. <p>Shorten the number of items on exercises, tests, and quizzes.</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

9.3.12.AR.4, 9.3.12.AR.B4, 9.3.IT-SUP.2-3, 9.3.ST-ET.4

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Unit Title: Unit 3 – Graphic Media as a tool for Communications	
Unit Description: Graphic Media is a tool that is found everywhere communications industry. From Magazine, Billboards, Cereal boxes to the buses the students ride to school on, they are being confronted with companies trying to advertise their products in new and exciting ways. It is important for graphic design students to understand how graphic media can be used as a tool to advertise and design toward specific target audiences. They must understand how type, space, color and images can work together to influence peoples decision making processes. Students will conduct a variety of basic graphic design projects to develop a basic understanding of how Graphic media can be used as a tool in the communications field throughout this unit.	
Unit Duration: 5 (weeks)	
Desired Results	
Standard(s): 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster 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.	
Indicators: 9.3.12.AC-DES.1 – 2, 9.3.12. AR – AV.1 – 2, 9.3.12.AR.B4, 9.3.AR-PRT. 1 – 3, 9.3.12.AR-VIS.1 – 3, 9.3.IT-SUP.2-3, 9.3.IT-WD. 1 -4, 6, 8, 10, 9.3.ST-ET.4	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> the relationship between type and visuals is incredibly important to the way a visual is perceived there are many different types which include calligraphy, lettering, serif and sans serif Tracking, leading, and kerning effect the visual appearance of text. 	Essential Questions: What software’s are used in the graphic design industry today? What are the resetrictions on using someone else’s images in your designs? why is typography as an expressive form, not limited to type as an image? Is it possible for combinations of type and image as two different entities to be combined into a cohesive form? Why would you adjust the leading of a line of text? Where and how do you adjust the text spacing in photoshop?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Photoshop Tool Bar Demo Wanted Poster (Typography) Toy Story (Text Fx) Self Portrait (Clipping Mask) Fruit Water 	Other Evidence: <ul style="list-style-type: none"> Participation Grade Check for Understanding Questioning Teacher observation
Benchmarks: <ul style="list-style-type: none"> Project Rubrics Tool Bars Quiz 	

Learning Plan

Learning Activities:

Toy Story Logo Remake (Fx)
 Wanted Poster (Aged Paper tutorial, Actions, Brushes)
 Fruit Water Typography
 Self Portrait (Rulers and Measuring)

Resources: Graphic Design Solutions Text Book, White Board, Projector, Adobe Creative Suite, Printers, Paper, Digital Camera, Memory cards, Memory card readers, Tablets, Scanners, Internet, Font and brush website

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students.
Struggling Learners	<ul style="list-style-type: none"> • Assist students in getting organized. • Give short directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability.
English Language Learners	<ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
Learners with an IEP	<ul style="list-style-type: none"> • Use concrete examples to introduce concepts. • Make learning activities consistent. • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently.

	<ul style="list-style-type: none"> • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. <p>Shorten the number of items on exercises, tests, and quizzes.</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

8.2.a.1-3

8.2.b.1-6

8.2.c.1-3

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Title: Unit 4 – Introduction to Graphic Design And Printing Management	
Unit Description: Throughout this unit students will develop a basic understanding of the principles and elements of design. They will make connections between products and the most effective method of visually advertising for said products. They will begin to use brainstorming and research methods to creatively apply graphic design to posters, package designs, and other visuals. Upon completion of assignments students will explain the good and bad attributes of graphic design in the assignments of their classmate. These evaluations will include their basic understanding of the elements and principles of design.	
Unit Duration: 5 weeks	
Desired Results	
Standard(s): 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster 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.	
Indicators: 9.3.12.AC-DES.1 – 2, 9.3.12.AR 1 – 5, 9.3.12. AR – AV.1 – 2, 9.3.12.AR.B4, 9.3.AR-PRT. 1 – 3, 9.3.12.AR-VIS.1 – 3, 9.3.IT.7, 9.3.IT-SUP.2-3, 9.3.IT-WD. 1 -4, 6, 8, 10, 9.3.ST-ET.4	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Every student has the ability to be creative • Evaluating and assessing other students work will give them a better understanding of graphic design methodology? • There are 8 elements of design. 	Essential Questions: How is creativity measured in graphic messages? Why is the design process and evaluation of your work critical to the design process? How do you construct a visual that incorporate the elements of designs?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Ad Recreation • Ad Remake • Elements of Design Handouts 	Other Evidence: <ul style="list-style-type: none"> • Participation Grade • Check for Understanding • Questioning • Teacher observation
Benchmarks: <ul style="list-style-type: none"> • Project Rubrics • Quiz on Elements of Design 	
Learning Plan	

Learning Activities:

Ad Recreation (Identifying Design Elements)

Ad Remake (Identifying relevant content and using design elements to manufacture a new ad)

Resources:

Graphic Design Solutions Text Book, White Board, Projector, Adobe Creative Suite, Printers, Paper, Digital Camera, Memory cards, Memory card readers, Tablets, Scanners, Internet, Font and brush website

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students.
Struggling Learners	<ul style="list-style-type: none"> • Assist students in getting organized. • Give short directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability.
English Language Learners	<ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
Learners with an IEP	<ul style="list-style-type: none"> • Use concrete examples to introduce concepts. • Make learning activities consistent. • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently. • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. <p>Shorten the number of items on exercises, tests, and quizzes.</p>

Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.
----------------------------	--

Interdisciplinary Connections

Indicators:

8.2.a.1-3
8.2.b.1-6
8.2.c.1-3

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Unit Title: Unit 5 – Digital Photography	
Unit Description: The goal of this unit is to teach students to take a better photograph by paying close attention to the four main points of disturbance, proximity, sense of place and vantage point. In the digital world of no darkroom cropping, it is more critical that students learn to compose in the camera. Looking to the future, media space is going to be a premium, so pictures must do more than just capture a moment in time. They must tell a story. In order to produce a quality product, students will also be exposed to standard photography basics such as f-stops, film speeds, depth of field, lighting, rule of thirds and panning.	
Unit Duration: 5 weeks	
Desired Results	
Standard(s): 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster 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.	
Indicators: 9.3.12.AC-DES.1 – 2, 9.3.12. AR – AV.1 – 2, 9.3.12.AR.B4, 9.3.AR-PRT. 1 – 3, 9.3.12.AR-VIS.1 – 3, 9.3.IT-SUP.2-3, 9.3.ST-ET.4	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Basic techniques for photography consist of leading line, back lighting, framing, silhouette, motion blur, depth of field, and rule of thirds • Digital photography allows for easier touch-ups and color correction • the connection and relationship between iso, shutterspeed, and f-stop with well lit photos 	Essential Questions: What makes a photograph grab you attention? What are disturbance, proximity, sense of place and vantage point in relation to photography? Why are photographs an important element in media? How does digital photography differ from traditional film photography? How do you adjust the shutterspeed on an SLR Camera? How do adjust the ISO on an SLR camera How do you adjust the F-stop on an SLR camera
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Scavenger Hunt • Photography 101 • Photograpghy 102 • Lecture and Powerpoint of Photography Techniques • Lecture on Photography terminology • Magazine Cover • Levitations 	Other Evidence: <ul style="list-style-type: none"> • Participation Grade • Check for Understanding • Questioning • Teacher observation
Benchmarks: <ul style="list-style-type: none"> • Photography Rubrics • Quiz on composition terms 	
Learning Plan	

Learning Activities:

Scavenger Hunt

Photography 101

Photography 102

Lecture and Powerpoint of Photography Techniques

Lecture on Photography terminology

Magazine Cover

Levitations

Resources: Graphic Design Solutions Text Book, White Board, Projector, Adobe Creative Suite, Printers, Paper, Digital Camera, Memory cards, Memory card readers, Tablets, Scanners, Internet, Font and brush website

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students.
Struggling Learners	<ul style="list-style-type: none"> • Assist students in getting organized. • Give short directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability.
English Language Learners	<ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
Learners with an IEP	<ul style="list-style-type: none"> • Use concrete examples to introduce concepts. • Make learning activities consistent. • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently. • Give students extra time to both ask and answer questions while giving hints to answers.

	<ul style="list-style-type: none"> • Give simple directions and read them over with students. Shorten the number of items on exercises, tests, and quizzes.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

8.1.a.1-3, 5-9
8.1.b.1-12
8.2.a.1-3
8.2.b.1-6
8.2.c.1-3

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Unit Title: 6 – Image Generation	
Unit Description: The goal of this unit is to teach students to not only be creative when creating visual elements, but to also think about a clients wants or needs. The need to understand the principles and elements of design but also have sense of cost to produce and the integration of their designs into other products and visuals. In the digital is always changing, and having an understanding of the compatibility of their text and images with other graphic designers working on other platforms is more and more important. It is critical that students learn to create images that have versatility. Students will be exposed to real life clients as well as mock clients in which they are expected to meet the wants and needs of said clients.	
Unit Duration: 5 weeks	
Desired Results	
Standard(s): 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster 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.	
Indicators: 9.3.12.AC-DES.1 – 2, 9.3.12.AR 1 – 5, 9.3.12. AR – AV.1 – 2, 9.3.12.AR.B4, 9.3.AR-PRT. 1 – 3, 9.3.12.AR-VIS.1 – 3, 9.3.IT.7, 9.3.IT-SUP.2-3, 9.3.IT-WD. 1 -4, 6, 8, 10, 9.3.ST-ET.4	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Every computers and systems is different • Color has a psychological effect on the human mind? • They sometimes need to design for the client wants and needs rather than their personal styles? • a graphic design strategy assures unity throughout multiple elements of a design campaign. 	Essential Questions: Why is it critical to understand the file saving formats? What is color theory and how does it apply to graphic design? When working for a client who’s opinion is most important? What is the importance of a graphic design campaign strategy?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Color Theory Lecture • Pepsi Can • Shirt Design • Cell Phone Cases • Candy Boxes • Bucket List Badges • Levitations • Social Media Design 	Other Evidence: <ul style="list-style-type: none"> • Participation Grade • Check for Understanding • Questioning • Teacher observation
Benchmarks: <ul style="list-style-type: none"> • Color Theory Quiz • Project Rubrics 	
Learning Plan	

Learning Activities:

Color Theory Lecture
 Pepsi Can
 Shirt Design
 Cell Phone Cases
 Candy Boxes
 Bucket List Badges
 Levitations
 Social Media Design

Resources: Graphic Design Solutions Text Book, White Board, Projector, Adobe Creative Suite, Printers, Paper, Digital Camera, Memory cards, Memory card readers, Tablets, Scanners, Internet, Font and brush website

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students.
Struggling Learners	<ul style="list-style-type: none"> • Assist students in getting organized. • Give short directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability.
English Language Learners	<ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
Learners with an IEP	<ul style="list-style-type: none"> • Use concrete examples to introduce concepts. • Make learning activities consistent. • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently.

	<ul style="list-style-type: none"> • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. <p>Shorten the number of items on exercises, tests, and quizzes.</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

8.2.a.1-3
8.2.b.1-6
8.2.c.1-3

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Unit Title: Unit 7 – Printing Systems

Unit Description:

Since many graphic messages are different sizes, and printed on different mediums, it is important for students to acknowledge the various printing systems available in the industry. Students will study printing systems used in the graphics industry. Students will operate the following printing systems: Canon Poster printers, screen printing, digital duplication, Color Copiers and vinyl stencil cutter.

Unit Duration: 5 weeks

Desired Results

Standard(s):

9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster

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.

Indicators: 9.3.AR-PRT. 1 – 3, 9.3.12.AR-VIS.1 – 3, 9.3.IT-SUP.2-3, 9.3.IT-WD. 1 -4, 6, 8, 10, 9.3.ST-ET.4

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • mass printing industry has evolved to be faster, cleaner and more cost effective. • the factors related to shirt design can vary depending on who and what the shirt is being design for • all printers and machines have limitations and these limitations have to be considered during the design process • a digital duplicator uses ink and a printer uses toner 	<p>Essential Questions:</p> <p>How has mass printing evolved over the past 100 years?</p> <p>What are some printing factors to consider when designing T-shirts?</p> <p>Why is it important to understand the printing processes and machinery when designing various mediums?</p> <p>What is the difference between toner and ink? Why is this difference so important to the mass printing industry</p>
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Note Pads (Digital Duplicator and Cutter) • Level 10 (Screen Printing Cost and Methods) • Dance Posters and T-Shirts • Candy Box 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Participation Grade • Check for Understanding • Questioning • Teacher observation
<p>Benchmarks:</p> <ul style="list-style-type: none"> • Project Rubrics 	
<p>Learning Plan</p>	
<p>Learning Activities: Note Pads Level 10 Dance Posters and T-Shirts Candy Box</p> <p>Resources: Graphic Design Solutions Text Book, White Board, Projector, Adobe Creative Suite, Printers, Paper, Digital Camera, Memory cards, Memory card readers, Tablets, Scanners, Internet, Font and brush website</p>	

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students.
Struggling Learners	<ul style="list-style-type: none"> • Assist students in getting organized. • Give short directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability.
English Language Learners	<ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
Learners with an IEP	<ul style="list-style-type: none"> • Use concrete examples to introduce concepts. • Make learning activities consistent. • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently. • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. <p>Shorten the number of items on exercises, tests, and quizzes.</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

8.1.a.1-3, 5-9
 8.1.b.1-12
 8.2.a.1-3
 8.2.b.1-6
 8.2.c.1-3

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Unit Title: Unit 8 – Graphic Design Careers

Unit Description:

Students will research careers in the graphics industry. Students will identify areas of interest within the graphic design world from advertising, image generation, photography, to teaching. Students will apply concepts used in all of these fields to various projects in an effort of simulating these industries. Students will attempt to connect and form relationships with professionals in these fields to learn the importance of networking and professional relationships. Students will develop professional portfolios that will be a key factor in their college and career opportunities.

Unit Duration:

Desired Results

Standard(s):**9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster**

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.

Indicators: 9.3.12.AC-DES.1 – 2, 9.3.12.AR 1 – 5, 9.3.12. AR – AV.1 – 2, 9.3.12.AR.B4, 9.3.AR-PRT. 1 – 3, 9.3.12.AR-VIS.1 – 3, 9.3.IT.7, 9.3.IT-SUP.2-3, 9.3.IT-WD. 1 -4, 6, 8, 10, 9.3.ST-ET.4

Understandings:

Students will understand that...

- No one starts at the top and you must work hard to accomplish your goals in life
- Programs, applications, and processes are consistently changing causing to evolve with the changes around you
- Quality is more important than quantity

Essential Questions:

What is the job outlook for the graphic design industry?
 Why is it essential to be hard working and a self-learner in the graphic industry?
 What is a professional portfolio?

Assessment Evidence

Performance Tasks:

- Guest Speakers
- The Profit
- Marketing
- FBLA Competitive Events
- Independent Contractors (99 Designs)

Other Evidence:

- Participation Grade
- Check for Understanding
- Questioning
- Teacher observation

Benchmarks:

- Project Rubrics

Learning Plan**Learning Activities:**

Guest Speakers
The Profit
Marketing
FBLA Competitive Events
Independent Contractors (99 Designs)

Resources: Graphic Design Solutions Text Book, White Board, Projector, Adobe Creative Suite, Printers, Paper, Digital Camera, Memory cards, Memory card readers, Tablets, Scanners, Internet, Font and brush website

Unit Modifications for Special Population Students**Advanced Learners**

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- When possible, use pictures, photos, and charts.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.

Learners with an IEP	<ul style="list-style-type: none"> • Use concrete examples to introduce concepts. • Make learning activities consistent. • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently. • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. • Shorten the number of items on exercises, tests, and quizzes.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

8.2.a.1-3
8.2.b.1-6
8.2.c.1-3

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.