



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 2					
Grade Level(s):	9-12					
Duration:	<i>Full Year:</i>	x	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	<p>This course is the pre-requisite for Graphic Design 3 (959). Graphic Design 2 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 state of the art software, including Adobe Photoshop, Illustrator, In Design and the rest of the Adobe creative suite.</p> <p>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 a career in the graphic design industry. It will provide the student with photographic and design groundwork needed in the printing field. It will provide a fundamental understanding in printing management with emphasis on copy preparation, press/duplicator operation, photo silk-screening, basic heat transfer technology and print photography. Students will learn printing production skills, which will be utilized to complete approved district printing requests. Students will also develop portfolios of their completed work. This course will sharpen skills necessary for a student to enter college, trade school, or career in the graphics field.</p>					
Grading Procedures:	<p>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.</p>					
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: 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.
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 – Message Design, Composition, and Assembly	
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. Students will review the design and layout principles and apply concepts to more complex activities. Students will be introduced to the graphic arts measurement system, copy fitting procedures, and text composition. Students will appreciate the principles of typography and the classifications of typefaces in relation to creative computer generated graphic messages. They must understand how type, space, color and images can work together to influence peoples decision making processes. Students will conduct a variety of advanced design projects to develop a deeper 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: Why is it important to understand basic math and measurement skills? What is the most common mistake a graphic designer makes when working with a client? What are the 3 types of lines Spacing? What is the difference between the English Measurement System and the Graphic Arts Measurement System? 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 Bookmsrk (Layout, rototrim, portfolio presentation) Senior Trip Shirt Infrographic 	Other Evidence: <ul style="list-style-type: none"> Participation Grade Check for Understanding Questioning Teacher observation

Benchmarks:

- Project Rubrics
- Tool Bars Quiz

Learning Plan**Learning Activities:**

Photoshop Tool Bar Demo
Bookmsrk (Layout, rototrim, portfolio presentation)
Senior Trip Shirt
Infrographic

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**

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- Provide opportunities and give credit for self-initiated learning.
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- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

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- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.

English Language Learners

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 - Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
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 - 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. <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 – Electronic Publishing Systems	
Unit Description: The development of the personal computer and sophisticated software has dramatically transformed the graphic communications industry. As the technology continues to develop so does the availability to communicate through newer mediums. Electronic publishing consists of computer graphic design, sometimes referred to as digital image design. Today’s graphic designer must be very versatile in many different computer applications to construct messages for different technologies. Students will be introduced to poster printing software, decal cutting software, adobe softwares and various file formats used in electronic publishing. Students will also be exposed to different multimedia platforms that their graphics could appear on such as photographic layout, television, web design, and smart devices.	
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"> • their phones and smart devices have opened up a new door in the graphic design industry • proportions and measurements play a integral part in how a image is reproduced for different mediums • image resolution for print vs digital needs to be different • Adobe Photoshop, illustrator, and in design are just the beginning and entry level programs when it graphic design software they will use in a career as a graphic designer. 	Essential Questions: How has the digital age and smart technology changed the graphic design industry? What are some of the different programs and tools you can use to reproduce digital images for different mediums? What is the difference between a banner ad for a newspaper and a website? What are some of the programs being used by professional graphic designers?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Water Advertisement • Magic Bands • AI Magazine Cover • Social Media IG Redesign 	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 	
Learning Plan	

Learning Activities:

Water Advertisement

Magic Bands

AI Magazine Cover

Social Media IG Redesign

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.
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Interdisciplinary Connections
Indicators: 8.2.a.1-3 8.2.b.1-6 8.2.c.1-3

Integration of 21 st 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 for practical use in the graphic design world. Paying close attention to the four main points of disturbance, proximity, sense of place and vantage point student will use Canon SLR cameras to learn advanced photography techniques. 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 • photography is an art that and a photo can tell a story in many different way. 	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? What style of photography is most relevant to you? How does your style of photography affect your potential career in the graphic design world?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Scavenger Hunt • Photography 103 • Stock Photo Ad (Light Box Photography) • Photography Marketing Campaign 	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 	

Learning Plan

Learning Activities:

Scavenger Hunt
Photography 103
Stock Photo Ad (Light Box Photography)
Photography Marketing Campaign

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.

	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 – Advanced Layout and Creative Design	
Unit Description: Throughout this unit students will develop a deep understanding of the principles and elements of design. They will design and produce products and packaging with the most effective method of visually advertising for said products. They will begin to use advanced methods of brainstorming and research to creatively apply graphic design to posters, package designs, and other visuals. Upon completion of assignments students will evaluate their work along with their classmate to establish positive and negative feedback on their designs. These evaluations will include their basic understanding of the elements and principles of design.	
Unit Duration: 8 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"> • A consumer can be convinced or persuaded to by products based on packaging • Thinking creativity defies formulas • When type runs across an image the relationship is evident. • When type and image are not fused, their relationship must be arranged through alignment and flow 	Essential Questions: What is the purpose of package design? What is a double take? IS it important to fuse type and images in design? What are three basic types of alignment? What are potential negatives to a creative concept?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Cereal Box • Logo Recreation • Dance Concert Poster and T-Shirt 	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 	
Learning Plan	

Learning Activities:

Cereal Box

Logo Recreation

Dance Concert Poster and T-Shirt

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

- 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.
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Interdisciplinary Connections
Indicators: 8.2.a.1-3 8.2.b.1-6 8.2.c.1-3

Integration of 21 st 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 – Marketing in Graphic Design	
Unit Description: Marketing graphic design is all about communicating and promoting a brand's products or services in a visually appealing way. Not only that, but all the materials created need to adhere to the company's visual identity.	
Unit Duration: 7 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	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> Companies have a visual identity Brands have specific criteria, colors, and font associated with their branding you create interest in your brand, and design helps you visually communicate your brand. smart marketing needs to be combined with great design 	Essential Questions: How is color important to brand identity? What are some printing factors to consider companies consider when going through a rebrand? Why is it important to understand a client's wants and needs prior to designing? What is the difference between brand and logo?

Assessment Evidence

Performance Tasks:

- Seasonal Logo
- Clipper Magazine
- Cereal Box

Other Evidence:

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

Benchmarks:

- Project Rubrics

Learning Plan

Learning Activities:

Seasonal Logo
Clipper Magazine
Cereal Box

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	<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:**

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