



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 3					
Grade Level(s):	9-12					
Duration:	<i>Full Year:</i>	x	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	This course will serve as the capstone course for Graphics Communications that develops higher-level skills required for college and careers. It is designed for students desiring to make a career in Graphics Communications. This comprehensive, practical, problem-solving course provides students the opportunity to move from rudimentary skills to emergent managerial skills. Many of the projects will deal with district-wide printing where students perform in-depth studies on processes, trouble-shooting, maintenance, and higher-order thinking skills. Students will build a comprehensive portfolio for college and career.					
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 in our technological society. Students will continue to be introduced to the major processes commonly associated with the graphic design industry. Course introduction, facilities, and student expectations will be discussed and demonstrated. Goals will be set for each individual in the course to prepare him or her for college and careers in the graphic design and photography fields. Samples of well and poorly designed works will be discussed to have a better understanding of course expectations. Project ideas, product ideas, group work and collaboration will be discussed to create a course path that will be tailored to each individual and their career goals.

Unit Duration: 5 Week

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...

- Graphic design is a form of visual communication used to convey a message to a targeted audience
- There are over 10 graphic design disciplines ranging from branding to typography
- graphic design can be used to persuade, inform, identify, motivate, enhance, organize, brand, locate, engage carry or convey many levels of meaning.

Essential Questions:

- Define Graphic Design
- What are some of the major graphic design disciplines?
- How are graphic designers used in advertising?

Assessment Evidence

Performance Tasks: <ul style="list-style-type: none"> • Typography • Professional Relationships • Portfolio development • Ethics in Graphics • Self Evaluation • Group Critiques 	Other Evidence: <ul style="list-style-type: none"> • Check for Understanding • Questioning • Teacher observation
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Benchmarks:

Group Critiques
Self Reflection essays

Learning Plan

Learning Activities:

- Typography
- Professional Relationships
- Portfolio development
- Ethics in Graphics
- Self Evaluation
- Group Critiques

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. <p>Prepare materials at varying levels of ability</p>
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.

	<ul style="list-style-type: none"> • 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.
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 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 – Intellectual Property and Ethics	
Unit Description: <p>Every designer is responsible for practicing in an ethical way. Any design can be solved in a number of different ways. Each solution will have different cost, benefits, downfalls, and consequences. In many cases it is the role of the graphic designer to educate the consumer of the different ways a problem can be solved and let the consumer choose the path they would like to choose.</p> <p>Intellectual property or IP refers to the creation of the mind, such as artistic works, symbols, logos, names used in commerce. IP is protected by the law through patents, copyrights, and trademarks which enable people to earn financial benefit from what they have created. This unit will educate students of how IP works, how not to steal other artist IP, as well as, protect your own IP and graphics.</p>	
Unit Duration: 5 (weeks)	
Desired Results	
Standard(s): 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster <p>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.</p>	
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 difference between a copyright and trademark is use. Work for hire means you give up the rights to your artistic creations. Ethics are important in life and plagiarizing other work can have terrible consequences. 	Essential Questions: <p>Why is it important to trademark and copyright your work?</p> <p>If you work for Company A, and create a piece of work, who owns the IP to that piece?</p> <p>What is plagiarism?</p>
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Watermark Powerpoint showing the difference between copyright and trademark Money 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:

Watermark

Powerpoint showing the difference between copyright and trademark

Money 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 4 – 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: 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"> • 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 are potential negatives to a creative concept? Should images and text share common characteristics? IS it important to fuse type and images in design? Is sustainability important in all packaging?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Motivational Poster • Event Poster • Calendar Design • LEVEL 10 – T-Shirt Branding • Package Deisgn – Soda Can, Soap, Cereal Box AI 	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:

Motivational Poster

Event Poster

Calendar Design

LEVEL 10 – T-Shirt Branding

Package Design – Soda Can, Soap, Cereal Box AI

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: <p>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.</p> <p>Student will also develop an understanding of professional photography styles and careers. They will have the opportunity to take photos for practical purposes that will include family portraits, portraits, photo journalism, commercial photography, and other up and coming photography styles.</p>	
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"> • A photo journalist is someone paid to tell stories with their photos • lenses can be changed and altered depending on surroundings and situations and lighting • the connection and relationship between ISO, shutter speed, 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 are 3 photography career paths? What are three different types of lenses What does shutter speed and the f-stop control? What are 5 photography styles? What is the purpose of ISO?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Scavenger Hunt • Photograoghy 104 • Weekly Photo • Monthly Photo • Iconic Photo Remake • Stock Photo Ad • Watermark Photography Logo 	Other Evidence: <ul style="list-style-type: none"> • Participation Grade • Check for Understanding • Questioning • Teacher observation

Benchmarks:

- Photography Rubrics

Learning Plan**Learning Activities:**

Scavenger Hunt
Photograoghy 104
Weekly Photo
Monthly Photo
Iconic Photo Remake
Stock Photo Ad
Watermark Photography Logo

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. <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:

8.1.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.
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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	
<p>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 advanced 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. They will produce original artwork and designs to meet specific design criteria.</p> <p>Finishing and Binding are also important as the printing itself. If even one finishing process is poorly done, the customer may reject the entire job, refusing to pay for it, or demand that it be redone with no additional charge. Printing companies are faced with financial loss on jobs that are poorly finished, instead of making profit. This makes it extremely important that all finishing and binding services are preformed correctly. Students will be introduced to many different finishing and binding operations that are used in the graphics industry. This unit will allow students to perform many different finishing and binding operations using the equipment available in the laboratory.</p> <p>This unit will also cover cost of printing, printing margins, cost of paper, cost of supplies and other equipment so students have a deeper understanding of the cost the printer incurs when designs and printing errors occur.</p>	
Unit Duration: 8 weeks	
Desired Results	
<p>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.</p>	
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	
<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 poster 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 • Demonstrate the operation of the Digital Duplicator 	<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 posters in mass quantity</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>
Assessment Evidence	
<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. TLA “Inspirational Posters 2. TLA “Motivational Posters 3. TLA “Bookmarks” 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Participation Grade • Check for Understanding • Questioning • Teacher observation

4. TLA “Disney Poster” 5. TLA “Cereal Box” 6. TLA “SJSOA T-shirt” 7. TLA “ Calendar” 8. TLA “Notepads” 9. TLA “Invites”	
Benchmarks: <ul style="list-style-type: none"> Project Rubrics 	
Learning Plan	
Learning Activities: “Inspirational Posters “Motivational Posters “Bookmarks” “Disney Poster” “Cereal Box” “ Calendar” “Notepads” “Invites”	
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.

	<ul style="list-style-type: none"> • 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:

8.2.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 – Careers in Graphic Design and Printing Management	
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: 2 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"> 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: <ul style="list-style-type: none"> Complete a self-assessment of your hobbies and interests and compare them to different career options in the graphic field. Using the internet- Go to Coin Career Interest Survey, Complete an interest survey to align your career options to your interests Discuss the advantages and disadvantages of owning your own business. Weight the responsibilities to that of an employee. Use internet to research Occupational Outlook Handbook 	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 Group Evaluations Digital Portfolio Development 	
Learning Plan	

Learning Activities:

OOH

Self Evaluations

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:

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 – Art of Collaboration

Unit Description:

The graphic designs in today's world are collaborating more and more with photographer, art directors, web designers, and other specialist. Understanding how to collaborate with a photographer to lay out a magazine, or explain to them the specific shot you need for an advertisement is critical in developing an effective piece of work. This unit will engage the students in projects that force them to collaborate with one another in different roles of photographer, designers, and clients to teach them the importance of collaboration.

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:

Students will understand that...

- the must sometime work together with someone in order to complete a task
- clients are important in keeping businesses running and need to be treated respectfully
- it is important to put yourself in someone elses shoes when designing and photographing for marketing and business purposes

Essential Questions:

Is the client always right?

How do graphic designers and photographer collaborate in the real world?

how many options should you typically give a client to choose from on a design project

Is the photographer responsible for the layout of a magazine cover?

Assessment Evidence

Performance Tasks: <ul style="list-style-type: none"> • Yearbook or publication Cover • Branding Photos • Senior Photos • Family Photos • Graduation Invites 	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 • Group Evaluations • Digital Portfolio Development 	
Learning Plan	
Learning Activities: Yearbook or publication Cover Branding Photos Senior Photos Family Photos Graduation Invites 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

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Interdisciplinary Connections

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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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