

Graphic Design

Course Description

This course is designed to introduce students to the fundamental skills and knowledge needed to create graphic design using industry-standard hardware and software for a variety of purposes and outputs. The appropriate use of technology and industry-standard equipment is an integral part of this course. Areas of study include the understanding of industry history, terminology, design elements and principles, typography and portfolio and career development. Emphasis is placed on software and technical skills, layout design, and the creation and manipulation of graphics.

Graphic Design

Pacing Guide

Unit	Topic	Suggested Timing
Unit 1	Intro to Graphic Design, Art Foundations, & Design Fundamentals	approx. 9 weeks
Unit 2	Adobe Photoshop, Digital Image Manipulation & Editing, The Elements & Principles of Design, & Intellectual Property Law and Rights Management	approx. 9 weeks
Unit 3	Adobe Illustrator, Branding & Logo Design, Advertisement, & Illustration	approx. 9 weeks
Unit 4	Portfolio & Career Development, Web Design, Layout Design, & Digital Photography	approx. 8 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.D.1

➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review

➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

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

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

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

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Online video instruction • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Core Student Learning Standards

Career Cluster: Arts, A/V Technology & Communications (AR)

- 9.3.12.AR.5: Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- 9.3.12.AR.6: Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Career Cluster: Information Technology (IT)

- 9.3.IT.1: Demonstrate effective professional communication skills and practices that enable positive customer relationships.

Pathway: Web & Digital Communications (IT-WD)

- 9.3.IT-WD.1 - Analyze customer requirements to design and develop a Web or digital communication product.
- 9.3.IT-WD.2 - Apply the design and development process to produce user-focused Web and digital communications solutions.
- 9.3.IT-WD.4 - Demonstrate the effective use of tools for digital communication production, development and project management
- 9.3.IT-WD.5 - Develop, administer and maintain Web applications.
- 9.3.IT-WD.6 - Design, create and publish a digital communication product based on customer needs.
- 9.3.IT-WD.7 - Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
- 9.3.IT-WD.10 - Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

Common Career Technical Core (CCTC)

Career Pathway: Visual Arts

AR-VIS 1 - Describe the history and evolution of the visual arts and its role in and impact on society.

- AR-VIS 1.2 - Analyze the opportunities for communication through the visual arts.

AR-VIS 3 - Analyze and create two and three-dimensional art forms using various media.

- AR-VIS 3.2 - Apply art elements and principles to photographic works of visual art in both traditional and digital photographic media.
- AR-VIS 3.5 - Apply art elements and principles to virtual and interactive platforms

Career Pathway: Web and Digital Communications

IT-WD 01 - Analyze customer requirements to design and develop a Web or digital communication product.

- IT-WD 01.1 - Collect and evaluate data to identify customer requirements.

IT-WD 03 - Write product specifications that define the scope of work aligned to customer requirements.

- IT-WD 03.1 - Prepare functional specifications.
- IT-ED 03.2 - Prepare visual design specifications.

IT-WD 04 - Demonstrate the effective use of tools for digital communication production, development and project management.

- IT-WD 04.1 - Select and use appropriate software tools.

IT-WD 05 - Develop, administer and maintain Web applications.

- IT-WD 05.1 - Implement functional design criteria.
- IT-WD 05.2 - Create product visual design.

IT-WD 06 - Design, create and publish a digital communication product based on customer needs.

- IT-WD 06.9 - Integrate media elements.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
- CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>Course: Graphic Design</p> <p>Unit: IV – Portfolio & Career Development</p> <p>Grade Level: 9-12</p>	<p>Unit Overview:</p> <p>This unit introduces students to the fundamentals of desktop publishing, package design, digital photography, career development and skills, web design, and portfolio creation.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.3.12.AR.5, 9.3.12.AR.6, 9.3.IT.1, 9.3.IT-WD.1, 9.3.IT-WD.2, 9.3.IT-WD.4, 9.3.IT-WD.5, 9.3.IT-WD.6, 9.3.IT-WD.7, 9.3.IT-WD.10</p>	
<p>Common Career Technical Core (CCTC): AR-VIS 1.2, AR-VIS 3.2, AR-VIS 3.5, IT-WD 01.1, IT-WD 03.1, IT-ED 03.2, IT-WD 04.1, IT-WD 05.1, IT-WD 05.2, IT-WD 06.9</p>	
<p>Common Core State Standards (CCSS): CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.W.11-12.5, CCSS.ELA-LITERACY.W.11-12.6, CCSS.ELA-LITERACY.W.11-12.7</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Identify and apply key aspects of desktop publishing and page layout design</p> <p>NJSLS: 9.3.12.AR.6, 9.3.IT-WD.1, 9.3.IT-WD.4, 9.3.IT-WD.7, 9.3.IT-WD.10</p> <p>CCTC: IT-WD 01.1, IT-WD 04.1</p>	<p>What is desktop publishing?</p> <p>How do designers use a page layout program?</p> <p>What place does Adobe InDesign have in the professional design world?</p> <p>What are the major differences between</p>	<p>Identify key developments in the history of desktop publishing software.</p> <p>Identify and define basic terms and design concepts associated with desktop publishing and page layout</p> <p>Identify software that is industry standard for</p>	<p><u>Desktop Publishing Page Layout Tutorial</u> Teacher will lead students in using desktop publishing software to create a multi-page document such as a magazine spread or brochure for a target audience.</p> <p><u>Take-Out Menu Project-</u></p>	<p>The history of prepress and desktop publishing: http://www.prepressure.com/prepress/history</p> <p>Adobe InDesign: http://www.adobe.com/products/indesign.html?sdid=KKQLP&mv=search&skwid=AL!3085!3!95133541956!e!!g!!adobe%20indesign&ef_id=VzJ7SQA</p>

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<p>CCSS: CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.W.11-12.5</p>	<p>Adobe Illustrator and Adobe InDesign?</p> <p>What are some projects that graphic designers create in a desktop publishing software such as Adobe InDesign?</p> <p>How is Adobe InDesign utilized to create a unified graphic design?</p> <p>What are some projects that graphic designers create in desktop publishing software such as Adobe InDesign?</p> <p>How are design elements selected and arranged in an InDesign environment?</p> <p>What are ways that a designer can apply basic layout design principles to a page layout?</p>	<p>desktop publishing</p> <p>Identify each of the components of a desktop publishing software workspace</p> <p>Demonstrate the ability to apply desktop publishing concepts</p> <p>Demonstrate the basics of setting up documents, margins and columns, adding text boxes, and saving and exporting files in different formats</p> <p>Identify and apply the elements and principles of layout design to a design project.</p> <p>Use desktop publishing software to create a document, set margins and columns, and add text boxes.</p>	<p>Part 2 Continued from Unit 2, students will continue to improve a take-out menu. They will use stock and royalty free photography, illustrations, drawings, etc to improve the design. Teacher will provide page layout templates for students to layout their menu design. Project will be reviewed during key stages of development. It will also include writing components aimed at informing and persuading an audience.</p> <p>Greeting Card Students choose a holiday, life event or other occasion for greeting cards, which must be researched. After learning about</p>	<p>AAebX-M8r:20160703153517:s</p> <p>Designing Multi-page Layouts: https://designschool.canva.com/blog/multi-page-layout/</p> <p>Adobe InDesign Templates and Resources: http://indesignsecrets.com/resources/indesign-templates</p> <p>Design and Layout: http://www.g-w.com/pdf/sampchap/9781566379847_ch05.pdf</p>

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	<p>What steps does a designer take to design a page layout from concept to final product?</p>	<p>Create a magazine article spread, newsletter, brochure, etc. that utilizes a grid layout or/and template</p>	<p>styles and current trends, students design a series of greeting cards including original logos and graphics. Greeting card will include a writing component for that specific purpose or audience.</p>	
<p>Identify and apply key aspects of package design</p> <p>NJSLS: 9.3.12.AR.6, 9.3.IT-WD.1, 9.3.IT-WD.4, 9.3.IT-WD.7, 9.3.IT-WD.10</p> <p>CCTC: IT-WD 01.1, IT-WD 03.1, IT-ED 03.2</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.1 CCSS.ELA-LITERACY.W.11-12.4</p>	<p>What is package design?</p> <p>What is the purpose of packaging and packaging design?</p> <p>How does package design influence one to purchase a product?</p> <p>What is the role of product packaging and how does its proper use assist in marketing new products?</p> <p>What are the good points and bad points about specific packaging?</p>	<p>Identify key developments in the history of packaging and package design.</p> <p>Evaluate visual appeal.</p> <p>Create and/or implement the look and feel of the product.</p> <p>Discuss and identify different kinds of package design in relations to their design qualities and public impact</p> <p>Discuss the concept of</p>	<p>Research & Package Design Timeline Slideshow</p> <p>Choose a long-standing company or product and research its packaging history. The package should have a least 4 major changes throughout the company's history. Write a summary and incorporate it into a slideshow. Include a timeline of the evolution of the package including dates and why it changed.</p>	<p>Package Design: http://www.packagedesignmag.com</p> <p>Packaging of the World: http://www.packagingoftheworld.com/#</p> <p>Package Design Examples: http://contests.gdusa.com/sponsored-by-noonah/2015-american-package-design-winners</p> <p>http://www.incpen.org/docs/Packaging%20Pack%20KS2%20and%20work</p>

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	<p>What are some advantages and disadvantages of packaging you have discovered as a consumer?</p> <p>How does the design of the package affect its functionality?</p> <p>How are the design elements applied to product package design?</p>	<p>package design in relation to packaging functions</p> <p>Use the design process, including developing multiple design ideas to determine the best solution for a package design.</p> <p>Identify the use of the principles of design in the creation of original and eye-catching package design.</p> <p>Compare and contrast good package design that motivates consumers to make a purchase versus bad package design that may cause one to overlook it.</p>	<p>Package Design Critique Collect examples of interesting packaging with package design. (Plastics, glass, metal, paper and board, etc.). Students will evaluate and identify the purpose of the package, the materials used, and its impact on the environment. They will spend time emphasizing each of the design elements and suggest ways to improve the design and packaging. They will design concept sketches. Afterwards students present their final package design concept drawing. They will apply appropriate application of copyright, fair use, and/or Creative Commons while working</p>	<p>%20cards.pdf</p> <p>Food Packaging: http://www.materialsworldmodules.org/docs/Food_TE_Sampler.pdf</p> <p>58 awesome packaging design: http://www.creativeblog.com/packaging/inspiration-al-packaging-912837</p> <p>Template Maker: Custom Paper Templates: http://www.template-maker.nl</p>

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			<p>on this assignment</p> <p><u>Package Design Project</u> Teacher will lead students in using desktop publishing or design software to create packaging and/or package design for a target audience. Students will follow the design process to analyze customer requirements and decide on functional and visual design specifications. Students will comply with proper ethical practices for this project. Teacher can provide package templates for students to focus on the design. Package design can be printed and assembled or wrapped around a mock up template. Free package mockup PSD</p>	

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			templates can be found online.	
<p>Identify and apply the basic principles of composition with the technical aspects of photography</p> <p>NJSLS: 9.3.12.AR.6, 9.3.IT-WD.4, 9.3.IT-WD.10</p> <p>CCTC: AR-VIS 3.2, IT-WD 04.1</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.W.11-12.5</p>	<p>What is photography and how has it impacted our lives?</p> <p>How did photography become an accepted art form?</p> <p>What is the difference between a snapshot and a photograph?</p> <p>What are some characteristics of a good photograph?</p> <p>How can a graphic designer use photography skills and photos to create effective advertising?</p> <p>What are the advantages of choosing a digital</p>	<p>Identify key developments in the history of traditional to digital photography.</p> <p>Compare photographic media from traditional and digital processes.</p> <p>Exhibit knowledge of photo imaging using a digital camera.</p> <p>Utilize resources to successfully operate a digital camera and produce a variety of images.</p> <p>Produce a variety of digital images using computer software.</p> <p>Enhance digital</p>	<p>Venn Diagram Create a Venn Diagram that demonstrates the similarities and differences between traditional and digital photography</p> <p>Journal Writing Find an example of graphic design that uses mostly photography to communicate its message. Students will describe the way the effectiveness of the image, design, and incorporation of elements and principles.</p> <p>Photography Project Student will take a series of photographs representing each of the</p>	<p>History of Photography: http://photo.net/history/timeline</p> <p>http://photohistory.jeffcurt.com</p> <p>Popular Photography: http://www.popphoto.com</p> <p>Basic Photography: http://learnbasicphotography.com</p> <p>12 Essential Photoshop Skills Every Photographer Should Know: http://www.diyphotography.net/12-essential-photoshop-skills-every-photographer-know-</p>

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	<p>camera over a traditional camera?</p> <p>How has digital technology made photography more accessible to the masses?</p> <p>What are the compositional elements in photography and how do they combine to help convey meaning?</p>	<p>communication presentation using a photographic process.</p> <p>Apply principles of design (color theory and schemes, proximity, alignment, repetition, web graphics, optimization, typography).</p> <p>Identify and explain the use of principles and elements of design in photographic works</p> <p>Identify technical constraints.</p> <p>Identify and apply ways to enhance and manipulate photographs using appropriate technology.</p> <p>Identify ways to properly adjust a digital camera</p>	<p>elements and principles of design. Even though students will emphasize one element or principle at a time, all of them should be considered in each of the compositions. Consider elements and principles in composition of photography. All photos will be transferred to a computer and edited in Photoshop for minor tweaks. Photographs will be added to following web and digital portfolio lessons.</p> <p>Word Wall Activity Have students identify key terminology to be added used thus far. They can draw and color a keyword on an index card or similar.</p>	<p><u>video/</u></p>

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		<p>for taking photos in various environments according to a client's needs, including setting up the necessary equipment.</p> <p>Differentiate among the types of cameras, accessories, lighting equipment, etc.</p>		
<p>Identify essential career development and skills involved in the job of a graphic designer</p> <p>NJSLS: 9.3.12.AR.5, 9.3.12.AR.6, 9.3.IT.1</p> <p>CCTC: IT-WD 04.1</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.4,</p>	<p>What is career development and how is it essential for the success of a graphic designer?</p> <p>How are effective communication skills and practices important for designers?</p> <p>What are essential technical, research, and business skills that graphic designers need to have?</p>	<p>Identify various essential positions within the graphic design industry that may require additional education, training, or licensing.</p> <p>Identify and discuss the various steps necessary to obtain proper job qualification including enrolling in a postsecondary degree or certification program.</p> <p>Identify various career</p>	<p><u>Cover Letter, Resume, etc.</u> Teacher will provide cover letter and resume examples for students to choose from. They will learn to write a persuasive cover letter and resume. In addition, students will write a short bio to pitch themselves as a graphic designer for the online portfolio website. They will use software and appropriate tools to</p>	<p>Designers and Communication Skills: Why and How to Improve: http://www.vandelaydesign.com/communication-tips/</p> <p>4 ways to Immediately Improve Your Communication Skills: http://www.creativepublic.com/improve-communication-skills.php</p> <p>Skills Needed in a</p>

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<p>CCSS.ELA-LITERACY.W.11-12.5</p>	<p>What is it like to be a real graphic designer?</p> <p>How has the advent of technology made graphic designing accessible to more than just artists?</p> <p>What are some of the various career options within the graphic design industry?</p> <p>What materials, investments are necessary to begin freelance work?</p> <p>What are some presentation skills that create a positive first impression and enables relationships with customers?</p> <p>How are presentation skills such as eye</p>	<p>options and opportunities within the graphic design industry</p> <p>Identify a variety of tools used for research for a graphic design project and job search.</p> <p>Identify various effective communication skills and practices that enable professional and customer relationships.</p> <p>Identify essential communication techniques to obtain accurate information from sources, audiences, and clients.</p> <p>Demonstrate use of proofing and editing skills when reviewing communications.</p>	<p>complete assignment. All items will be used for their traditional or online portfolio project in upcoming lesson.</p> <p>Slideshow Presentation Students will research a specific career within the graphic design industry and create a presentation for the class that includes: examples of work from that field, median salary, work environment, details of the work, academic required for the position and colleges that offer those degrees.</p> <p>Journal Writing Students will summarize ways artists and graphic designers can take advantage of available resources to maximize</p>	<p>Graphic Design Job: http://www.monster.com/technology/a/5-Essential-Skills-for-Graphic-Design</p> <p>The Professional Association for Design: http://www.aiga.org</p> <p>Resume Builder: https://resumegenius.com/resume-samples/graphic-design-resume-example</p>

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	<p>contact, projecting voice, and avoiding negative tone important for a graphic designer when addressing a client?</p> <p>What are some skills exhibited by a listener in a conversation with a client?</p> <p>What is work ethic and how important is it in having a successful career?</p>		<p>their career.</p>	
<p>Identify various forms of web pages, its purpose, and the design application involved in creating web sites.</p> <p>NJSLS: 9.3.12.AR.6, 9.3.IT-WD.2, 9.3.IT-WD.4, 9.3.IT-WD.5, 9.3.IT-WD.6, 9.3.IT-WD.7, 9.3.IT-WD.10</p>	<p>What are the different uses and purposes for web sites?</p> <p>How do technologies influence how we share and experience images and works of art?</p> <p>How does technology influence how images, objects, artifacts and artworks are preserved?</p>	<p>Identify key developments in the history of the impact of the internet and evolution of web design</p> <p>Explain how interactive and virtual media have changed with the development of the web.</p> <p>Identify any intellectual property issues in</p>	<p>Webpage Project Teacher will lead students to using software or an online website creator to develop a website for online company, local business, school event, etc. The website should be multi-page and be based on customer needs. Students should always consider the</p>	<p>Free Website Creation: http://www.jimdo.com http://www.weebly.com</p> <p>The History of Web Design: http://blog.hubspot.com/marketing/web-design-history#sm.0000za9frfx6ddcy781ukf20how3 https://edu.hstry.co/timeline/the-history-of-the-</p>

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<p>CCTC: AR-VIS 3.5, IT-WD 01.1, IT-WD 03.1, IT-ED 03.2, IT-WD 04.1, IT-WD 05.1, IT-WD 05.2, IT-WD 06.9</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.W.11-12.5, CCSS.ELA-LITERACY.W.11-12.7</p>	<p>How has the impact of the internet affected the way graphic designers communicate with an audience?</p> <p>How does a graphic designer use the design process to create a web site for a client?</p> <p>How are the elements and principles of design incorporated into a web page layout?</p>	<p>created web pages.</p> <p>Discuss any copyright issues in web page being designed and how they will be managed.</p> <p>Discuss any trademark issues in web page being designed and how they will be managed.</p> <p>Create artwork for a web page.</p> <p>Create graphical images and/or video elements. Design user interface. Design navigational schema.</p>	<p>elements and principles in the creation of this interactive platform.</p> <p>Digital Learning Game Create a learning game or quiz using online resources such as https://getkahoot.com/ This is a great tool for learning and assessment.</p> <p>Journal Writing Students summarize how a graphic designer can use visual communication (including the elements and principles) to create a successful and aesthetically pleasing website.</p>	<p>web-ee22</p> <p>Web and HyperText History: http://webdirections.org/history/</p>
<p>Identify and apply the various aspects of creating and</p>	<p>What is a portfolio? What are some reasons</p>	<p>Apply appropriate application of copyright, fair use, and/or Creative</p>	<p>Venn Diagram Create a Venn Diagram that demonstrates the</p>	<p>Create a Design Portfolio: http://www.creativeblog.c</p>

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<p>maintaining a traditional, digital, and web portfolio.</p> <p>NJSLS: 9.3.12.AR.6, 9.3.IT.1, 9.3.IT-WD.2, 9.3.IT-WD.4, 9.3.IT-WD.5, 9.3.IT-WD.7, 9.3.IT-WD.10</p> <p>CCTC: AR-VIS 3.5, IT-WD 04.1, IT-WD 05.1, IT-WD 05.2, IT-WD 06.9</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.W.11-12.5, CCSS.ELA-LITERACY.W.11-12.6</p>	<p>for a graphic designer to create and maintain a portfolio?</p> <p>What criteria, methods and processes are used to select work for presentation or preservation?</p> <p>How can a portfolio be showed, shared, and displayed to interested parties?</p> <p>In what ways does your portfolio reflect your personal creative process?</p> <p>What are some reasons designers would choose to present a traditional portfolio versus an online portfolio?</p> <p>What are the advantages of using the internet and</p>	<p>Commons in development of an online digital portfolio and all its contents. (Educational Standard)</p> <p>Identify the uses and benefits of creating and maintaining a portfolio.</p> <p>Identify various types of content necessary to create an effective portfolio based upon purpose.</p> <p>Discuss importance and purpose for maintaining and adding content to a traditional and web portfolio.</p> <p>Determine purpose of the digital communication project.</p> <p>Determine the target audience.</p>	<p>similarities and differences between traditional, digital, and online portfolio.</p> <p>Student Portfolio Critique The class will participate in an end of year critique of all work and select essential pieces for inclusion in their individual portfolio. This work will be prepared for presentation, matting or framing. Portfolio work will be gathered for the creation of a traditional and online web portfolio.</p> <p>Writing Self-Assessment Students will document feedback from the teacher and classmates and write an evaluation of personal work experience from</p>	<p>om/create-perfect-design-portfolio-111153</p> <p>http://gtexchange.org/gtc/PortfolioPrep1.pdf</p> <p>20 Design Portfolio Tips: https://designschool.canva.com/blog/portfolio/</p> <p>How to make an art portfolio for college or university: http://www.studentartguide.com/articles/how-to-make-an-art-portfolio-for-college-or-university</p>

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	<p>web portfolios?</p> <p>How does technology influence our presentation and experience of art?</p> <p>How should graphics be displayed to get the most visual impact out of them?</p>	<p>Determine the digital communication elements to be used.</p> <p>Determine needed media elements for site.</p> <p>Implement appropriate media elements for site.</p> <p>Create and produce content.</p> <p>Create and refine design concepts.</p> <p>Apply principles and elements of design.</p> <p>Apply color theory to select appropriate colors.</p> <p>Engage in user testing throughout the design and development process.</p>	<p>throughout the year. Student will summarize document technology skills gained, software applications learned, etc.</p> <p>Digital Portfolio Prep Students will create a desktop folder to archive their work. This folder will contain presentation versions of their best work throughout the school year including 2D art, computer based work, and writings. Students will select their best journal writings and type them up.</p>	

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Unit 1 Vocabulary	
Desktop Publishing Adobe InDesign Page Layout Alignment Asymmetrical Legibility Readability White Space Template Packaging Package Design Mock Prototype	Composition Photography Digital Photography Traditional Photography Portfolio Resume Freelance Web Design Client Theme Proofing Interface Criteria

Suggested Unit Projects

Choose At Least One

Create a traditional graphic design and art portfolio for college or university that demonstrates a range of artistic skill and best communicates creativity and commitment. Selected digital work should be printed to perfection and all work should be mount or matted.

Create a personal digital portfolio website that reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. Students should import their best visual and written works from throughout the year. They will include their bio, resume, selected journal writings, photography, etc.

Suggested Structured Learning Experiences

AIGA National Design Center

233 Broadway, New York, NY 10279

(212) 807-1990

<http://www.aiga.org/national-design-center/>

International Center of Photography

1114 Ave of the Americas, New York, NY 10036

(212) 857-0001

<https://www.icp.org>

School of Visual Arts Flatiron Gallery

133/141 West 21st Street, New York, NY

Tel: 212.592.2145

<http://www.sva.edu>