ENGLISH LANGUAGE ARTS

Media Design Production

Unit 1- Photography
Course Philosophy

Visual Design Production will give students the basic production skills for various media applications. Students will learn the basic elements of creative media production skills, including photography, Graphic Design, Film Editing as well as commercial art applications to apply such skills. Students will understand the fundamentals and print design, from photography to layout. The media literacy skills will educate students in creating various graphic designs as well as emphasis on creative technology (photography software, Adobe Photoshop, InDesign and Illustrator). Due to the explosion of visual arts careers (and the need for writers to understand the basics of design applications), students will be prepared for the ever-changing technologies of visual arts. Students will receive the creative and technical art techniques to create designs for a diverse group of professional environments including such industries as publishing, journalism, advertising and packaging and retail. During the class, students will take part in an intensive design program that will teach them concept to layout. Students will learn the basic principles of photography. In addition, they will learn both Photoshop and InDesign, industry standard page photo and layout programs which integrate seamlessly with other Adobe Creative Suite programs. With Photoshop, students will explore a wide range of selection and manipulation techniques, retouching tools applied to photos, graphics, and videos. Design concepts also are explored in this class. InDesign will allow students to apply creative freedom and productivity to page layout and production. The teachers are trained and will instruct students using the production model philosophy with the use of the “I DO, WE DO, YOU DO” method of instruction. The Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future and to compete successfully in the global economy.
## Pacing Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>NJSL</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Photography</td>
<td>RI.11-12.7, W.11-12.2 CPR4, CPR6, CPR12 W.11-12.4B, W.11-12.4D W.11-12.5</td>
<td>Unit 1 - 8 Weeks in duration Unit 2 – 20 Weeks in duration Unit 3 – 7 Weeks in duration</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Production</td>
<td>RI.11-12.7, W.11-12.2 LS.11-12.5, 6, RI.9.3 CPR4, CPR6, CPR12, W.11-12.4B W.11-12.4D, W.11-12.5</td>
<td></td>
</tr>
<tr>
<td>Unit 3</td>
<td>Advertisement</td>
<td>W.11-12.4B, W.11-12.4D W.11-12.5, RI.11-12.7 W.11-12.2, CPR4, CPR6, CPR12</td>
<td></td>
</tr>
</tbody>
</table>
Methods of Instruction

Teacher Coaching

Individual and collaborative problem-solving & decision-making

Individual Instruction

Small group instruction

Peer tutoring

Guest Speakers

Training manuals and Online tutorials

Writing to learn

Making thinking visible

Note-taking

Establishing metacognitive reflection & articulation as a regular pattern in learning

Computer Design Modeling

Model (I Do), Guided Practice (We Do),
Independent Practice (You Do)
<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
</table>

- **Technology Operations and Concepts**
  - Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
  - Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

- **Creativity and Innovation**
  - Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

- **Communication and Collaboration**
  - Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- **Research and Information Literacy**
  - Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

- **Critical Thinking, Problem Solving, Decision Making**
  - Select and use specialized databases for advanced research to solve real-world problems.

- **The Designed World**
  - Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity.
Career Ready Practices

Standards

CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP10, CRP11, CRP12

- **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.

- **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
Career Ready Practices

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.

- **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

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Extra time for assigned tasks</td>
<td>- Extra Response time</td>
<td>- Precise step-by-step directions</td>
<td>- Teacher-made checklist</td>
</tr>
<tr>
<td>- Adjust length of assignment</td>
<td>- Have students verbalize steps</td>
<td>- Short manageable tasks</td>
<td>- Use visual graphic organizers</td>
</tr>
<tr>
<td>- Timeline with due dates for reports and projects</td>
<td>- Repeat, clarify or reword directions</td>
<td>- Brief and concrete directions</td>
<td>- Reference resources to promote independence</td>
</tr>
<tr>
<td>- Communication system between home and school</td>
<td>- Mini-breaks between tasks</td>
<td>- Provide immediate feedback</td>
<td>- Visual and verbal reminders</td>
</tr>
<tr>
<td>- Provide lecture notes/outline</td>
<td>- Provide a warning for transitions</td>
<td>- Small group instruction</td>
<td>- Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>- Reading partners</td>
<td>- Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Computer/whiteboard</td>
<td>- Extended time</td>
<td>- Consistent daily structured routine</td>
<td>- Individual daily planner</td>
</tr>
<tr>
<td>- Tape recorder</td>
<td>- Study guides</td>
<td>- Simple and clear classroom rules</td>
<td>- Display a written agenda</td>
</tr>
<tr>
<td>- Spell-checker</td>
<td>- Shortened tests</td>
<td>- Frequent feedback</td>
<td>- Note-taking assistance</td>
</tr>
<tr>
<td>- Audio-taped books</td>
<td>- Read directions aloud</td>
<td></td>
<td>- Color code materials</td>
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- Tape recorder
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- Extended time
- Study guides
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**Behavior/Attention**
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

**Organization**
- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines.

Interdisciplinary Connections:

The Journalism interdisciplinary concentration will teach you how to collect and write information regarding current events and trends, issues and people for publication in a newspaper, magazine or Web site. The curriculum emphasizes writing skills, but you will also learn about research, interviewing, editing, layout and design, and legal and ethical issues in journalism. A good journalist is one who is broadly educated. You are encouraged to enhance your education by pursuing interests in another discipline. For example, learning a foreign language might be the key to your career success. Do you want to pursue photojournalism or advertising layout? You should explore classes in the digital arts department. Are you deeply concerned about environmental issues? You might consider a minor in environmental studies. With an outside focus on economics or political science, your career opportunities would expand in those areas. As a journalism student, your academic and professional horizons are limited only by your imagination.
Methods of Assessment

Participation:

- brainstorming sessions
- critiques
- verification
- attendance at and reporting on school events

Performance assessments:

- Instructor’s observation of proper tool and material use
- Achievement of Civic and social standards through demonstrated workplace skills

Portfolio Assessment - Portfolio consists of:

- thumbnail assignments
- design rough layouts
- advertising documents
- Completed/proofed pages and spreads as assigned
- Completed departmental assignments, including, but not limited to, interviews, information sheets and planning guides
- any copy written for sections
<table>
<thead>
<tr>
<th>Grade: 10-12</th>
<th>Journalism: Publication &amp; Production</th>
<th>Unit 1: News &amp; News Writing and Journalistic Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Focus Questions</strong></td>
<td></td>
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<tr>
<td>• What is visual design? What are the basic principles of photography?</td>
<td></td>
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<tr>
<td>• How do you apply the basic Adobe Suite of Design Softwares to produce print designs?</td>
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<tr>
<td>• What is the role of print media and its impact on society?</td>
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<tr>
<td>• How does the eye perceive visual content?</td>
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<tr>
<td>• How can layout choices impact content?</td>
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<tr>
<td><strong>Outcome</strong></td>
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<tr>
<td>• Students develop a deeper understanding of design and photography by creating layouts for newspaper, magazine and out of home.</td>
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<tr>
<td>• Type stories using publishing software and embed photos and illustrations in text to enhance the design of the page.</td>
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<tr>
<td>• Use various graphic elements (typography, photographs, white space, copy, and elements of art) to enhance the readability and attractiveness of the layout.</td>
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</tbody>
</table>
### Student Learning Objectives

<table>
<thead>
<tr>
<th>Skills, Strategies &amp; Concepts</th>
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</thead>
<tbody>
<tr>
<td>Students will understand layout and design principles for newspapers.</td>
</tr>
<tr>
<td>Students will analyze different media sources to identify examples and characteristics of solid reporting.</td>
</tr>
<tr>
<td>Students will apply note-taking techniques to their work.</td>
</tr>
<tr>
<td>Students will investigate and apply basic news writing techniques.</td>
</tr>
<tr>
<td>Students will demonstrate editing and proofreading skills.</td>
</tr>
</tbody>
</table>

**NJSLS:**

RI.11-12.7
W.11-12.2
LS.11-12.5,6
CPR4, CPR6, CPR12

Students will write and revise multiple drafts of all writing. Students will incorporate verifiable research and accurate reporting into all writing.

### Student Learning Objectives

<table>
<thead>
<tr>
<th>Skills, Strategies &amp; Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn the following design terms:</td>
</tr>
</tbody>
</table>

**NJSLS:**

RI.9.3
CPR4, CPR6, CPR12

Understand, practice, and learn principals of good design.

<table>
<thead>
<tr>
<th>Visual</th>
<th>Freestyle Design</th>
<th>Photography</th>
<th>Typography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance</td>
<td>Headline</td>
<td>Leading Lines</td>
<td></td>
</tr>
<tr>
<td>Artwork</td>
<td>Lead</td>
<td>Rule of Thirds</td>
<td></td>
</tr>
<tr>
<td>Captions</td>
<td>Gutter</td>
<td>White space</td>
<td></td>
</tr>
<tr>
<td>Layout</td>
<td>Photo</td>
<td>Dominant</td>
<td></td>
</tr>
<tr>
<td>Columns</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### NJSLS:

**L.11-12.6 CPR4, CPR6, CPR12**

Learn essential terminology applicable to the journalism field.

- Students will learn and apply relate the following terms to their daily work:
  - Coverage
  - Title Page
  - Table of Contents
  - Index
  - Deadline
  - Caption
  - External
  - Margins
  - Quotation
  - Ethics
  - Interview

### Student Learning Objectives

<table>
<thead>
<tr>
<th>NJSLS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.11-12.4B</strong></td>
</tr>
<tr>
<td><strong>W.11-12.4D</strong></td>
</tr>
<tr>
<td><strong>W.11-12.5</strong></td>
</tr>
</tbody>
</table>

Develop a headlines and captions. Discriminate between effective and ineffective captions.

- Students will understand that captions should include names, stories, dates, places, significance (5W’s/H).
- Students will create captions for photos (newspaper people like to call them cut lines).
- Students will edit captions.
- Students will develop compelling headlines that:
  - Grab attention.
  - Target a particular audience.
  - Are specific.
  - Generate a curiosity.
  - Promote powerful benefits.
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NJSLS:</strong> CPR4, CPR6, CPR12</td>
<td>Students will apply the principles, processes, and products associated with arts and communication media to their work.</td>
</tr>
<tr>
<td>Students will make connections between design and content.</td>
<td>Students will synthesize how different media (e.g., documentaries, current affairs programs, web pages) are structured to present a particular subject or point of view.</td>
</tr>
<tr>
<td><strong>Student Learning Objective</strong></td>
<td><strong>Skills, Strategies, &amp; Concepts</strong></td>
</tr>
<tr>
<td><strong>NJSLS:</strong> CPR4, CPR6, CPR12</td>
<td>Students will apply layout terminology including basic design and photography principles.</td>
</tr>
<tr>
<td>Students will design spreads that incorporate all the standard rules of layout and design.</td>
<td>Students will utilize desktop publishing to produce a publication featuring their own work and apply basic photography skills.</td>
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<tr>
<td></td>
<td>Students will demonstrate the ability to perform basic Photoshop techniques.</td>
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<td></td>
<td>Students will understand production elements that contribute to the effectiveness of a specific medium. For example:</td>
</tr>
<tr>
<td></td>
<td>• Black-and-white footage implies documented truth</td>
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<tr>
<td></td>
<td>• Set design suggests aspects of a character’s socio-cultural context</td>
</tr>
<tr>
<td></td>
<td>• Caption writing formula</td>
</tr>
<tr>
<td></td>
<td>• Lead-in/mini headline</td>
</tr>
<tr>
<td></td>
<td>• Description of the action in present tense</td>
</tr>
<tr>
<td></td>
<td>• Background information in the past tense</td>
</tr>
</tbody>
</table>
## RESOURCES FOR UNIT # 1

Below resources and text are used in listed order below.

- The Career and Technical Education Partnership of New Jersey (CTEP) [http://careertechpartners.org/](http://careertechpartners.org/)
- Media Smarts [http://mediasmarts.ca/](http://mediasmarts.ca/)

*Ads of the world: [www.adsoftheworld.com](http://www.adsoftheworld.com) (Website for students to search and review ads)*


Essential Question: What are the principles of Photography?

Have students identify and analyze the five principles of photography.
   1. Rule of Thirds
   2. Framing
   3. Color
   4. Lines
   5. Simplicity

Materials: Camera, iPhoto, InDesign and Photoshop.

Activity:
This lesson allows students to use their photography skills to identify and capture the five principles of photography.

Begin by reviewing the five principles of photography, and allow students to identify each principle by researching photos online. Students will then independently (with a camera) capture each principle then create a layout design showcasing their 5 photographs (Rule of Thirds, Framing, Color, Lines and Simplicity).

Assessments:
Students will then present their layouts and take part in a detailed discussion, analyzing the individual photographs of identifying the principles.

Additional resources for this lesson at:
Visual Storytelling Exercise –

Visual journaling To practice visual storytelling, you need to record observations. Use any one, or combination of, the following recording methods:
- Film camera or single-use film camera
- Digital camera
- Note pad

A day in the life
Select one day in your life to document with images or descriptions of images.

Cover the day from beginning to end in a way that makes for good visual storytelling.

- Take or describe moments that are significant.
- Take or describe moments that are visually interesting.
- Work to get a collection of images or image descriptions that document more than just a series of events.
- Make sure your images or descriptions capture the mood of the day.
- Remember to vary the camera angle and distance from the subject.
- For each image, provide written captions that include information not obvious from the visual information.

Editing
Select from all of the images or descriptions of images collected during the day. Edit down to a few images that best tell the story of that day in your life.

Sharing
You will be sharing the images or image descriptions with the rest of the class for a class critique session. Save your best five to seven images to a jump drive or other means so they can be accessed in class.
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Related Readings Five Simple Ideas For…


Choosing the Right Photos Crucial to Design http://www.walsworthyearbooks.com/idea-file/39070/choosing-the-right-photos-crucial-to-design/