

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
GRAPHIC DESIGN

<p>Pacing Guide: Graphic Design is a half year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.</p>	<p>Creative Process (approx.3 weeks) Layout and Composition (approx. 4 weeks) Typography (approx. 4 weeks) Color (approx. 3 weeks) Illustrative Design & Vector Drawing (approx. 6 weeks) Adobe InDesign (approx. 5 weeks) Careers and Creative Application (approx. 5 weeks) Presentation & Portfolio (approx. 6 weeks)</p>
<p>Interdisciplinary Concepts:</p>	<p>ELA-LIT.W.11-12.6</p>
<p>Technology Standards</p>	<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2 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. 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 8.2.12.B.2 Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product. 8.2.12.C.1 Explain how open source technologies follow the design process.</p>

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21st Century Skills Standards	<p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.</p> <p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p> <p>9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</p>
Career Ready Practices	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Incorporate challenging assessments ● Open forums and debates in the classroom regarding controversial issues ● Utilize advanced materials and resources to meet the needs of student ● Competitive and collaborative projects ● Independent projects requiring research skills for assessing information ● Anchor activities ● Advanced discussion techniques ● Set individual goals 	<p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Modified in-class assignments ● Building background information ● Simplifying language for presentation ● Internet bilingual dictionaries during class and during assignments ● Word banks for tests and quizzes ● Developing content area vocabulary ● Extended time for all assessments ● Use of graphic organizers ● Internet text translators ● Simplification of requirements ● Access to teacher designated Google slides and notes ● Concept development ● Collaboration between ESL and classroom teachers ● Pair novice ELL students with advanced ELL students <p>Modifications for Homework</p> <ul style="list-style-type: none"> ● Extended time to complete homework ● Internet text translators ● Use of graphic organizers 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● In-Class-Support ● Graphic Organizers ● Provide study guides ● Extended time on assessments ● Research guides ● Analogies ● Highlighting/underlining ● Note-taking guides ● Cue cards ● Establish timelines ● Clarify assignments, directions, instructions ● Chapter/lecture notes ● Assistive technology ● Provide computer programs to assist with written assignments ● Highlight key vocabulary ● Model skills/techniques ● Parent/teacher communication ● Provide books on tape/CD/digital media as requested by student when appropriate ● Assign peer helper in class ● Pair visual prompts with verbal presentations ● Provide verbal reminder of assignments 	<p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Intervention and Referral Team (I&RS) in –house strategies for teachers ● Extra textbooks at home ● Extended time for assignments ● Highlight key vocabulary ● Pair visual prompts with verbal presentations ● Model skills/techniques ● Modify assignments ● Preferential seating as noted by student and teacher ● Parent/teacher communication ● Provide books on tape/CD/digital media as requested by the student when appropriate ● Assign peer helper in class ● Pair visual prompts with verbal presentations ● Repetition and practice ● Provide copy of class notes ● Use computers to complete assignments as requested by student ● Provide verbal reminder of assignment ● Check student independent work ● Assist student with planning of assignment ● Assist with technology

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	<ul style="list-style-type: none"> ● Modified homework assignments ● Internet bilingual dictionaries ● Provide student with clearly stated and written expectations and grading criteria for homework <p>Modification for Assessments</p> <ul style="list-style-type: none"> ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> ● Check student independent work ● Assist student with planning of Assignments <p>Modifications for Homework</p> <ul style="list-style-type: none"> ● Extended time to complete homework Simplify complicated assignments into smaller units in phases as needed by student ● Provide student with clearly stated and written expectations and grading criteria for assignments <p>Modification for Assessments</p> <ul style="list-style-type: none"> ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Provide study guides for classroom tests ● Establish procedures for accommodations/modifications for assessments 	<p>Modifications for Homework</p> <ul style="list-style-type: none"> ● Extended time to complete homework ● Simplify complicated assignments into smaller units in phases as needed by student ● Provide student with clearly stated and written expectations and grading criteria for assignments <p>Modification for Assessments</p> <ul style="list-style-type: none"> ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Provide study guides for classroom tests ● Establish procedures for accommodations/modifications for assessments
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GRAPHIC DESIGN

CONTENT: Unit 1				
Theme: The Creative Process				
Essential Questions: What is graphic design? What are the basics of design and composition? Where do we see graphic design used in our daily lives? How does graphic design affect everyone? What is the difference between raster and vector based images?				
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> ● The general purpose graphic designers ● Goal of graphic designers when producing a product for a client ● Basics of sketching and generating ideas ● Difference between raster and vector based computer designs 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> ● Identify key parts of a composition ● Understand key terms used in the field of graphic design ● Recognize process of generating new ideas ● Transform ideas into computer generated vector images 	Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> ● Classroom Assignments and Activities ● Independent Practice ● Observation ● Computer progress ● Portfolio ● Sketches ● Quizzes/Tests ● Projects ● Midterm/Final Exam 	Standards: 9.1.12.A.2 1.2.12.D.3	
			Time Frame: 3 weeks	
			Materials: Demonstrations Classwork/ computer work exercises/worksheets Computer software applications Internet research and activities	

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CONTENT: Unit 2				
Theme: Layout & Composition				
Essential Questions: What are the basics of layout and composition? What are the basic Elements of Art and Principles of Design? How do we manage design space? How can we recognize successful compositions used in various types of media?				
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> ● The basic Elements and Principles of Design in relationship to fashion ● Elements and Principles of Design reflected in materials ● How use of Elements and Principles of Design attract buyers and the fashion industry 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> ● Identify Elements and Principles of Design. ● Identify visual samples of Elements and principles of design ● Recognize successful layouts and compositions. ● Recognize how Elements and Principles of Design can be used to convey a message 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> ● Classroom Assignments and Activities ● Independent Practice ● Observation ● Portfolio ● Sketches ● Magazine Projects ● Quizzes/Tests ● Projects ● Midterm/Final Exam 	<p>Standards: 8.1.12.A.1-4 9.2.IT-WD.1-10 1.3.12.D.1</p>	
			<p>Time Frame: 4 weeks</p>	
			<p>Materials: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities</p>	

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CONTENT: Unit 3			
Theme: Typography			
Essential Questions: What is basic type terminology? How does typography play a key role in graphic design? What are basic typography guidelines? How can we use type to create images?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> ● Uses of typography ● Terminology associated with typography ● How size, shape and color change feeling of typography ● How type can represent a feeling or relate to a specific object ● How type can be used to not only to convey a message, but an imagery as well. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> ● Identify parts of typography ● Recognize key terms associated with typography ● Understand and apply basic typography guidelines ● Utilize knowledge of layout for placement of type 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> ● Classroom Assignments and Activities ● Independent Practice ● Observation ● Portfolio ● Sketches ● Quizzes/Tests ● Projects ● Midterm/Final Exam 	<p>Standards: 8.1.12.A.1-4 9.2.IT-WD.1-10 1.3.12.D.1-2 1.2.12.D.1</p> <hr/> <p>Time Frame: 4 weeks</p> <hr/> <p>Materials: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities T-shirts</p>

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CONTENT: Unit 4				
Theme: Color				
Essential Questions: How is the color wheel using in computer generated art and design? How to the color components play a key role in design? How does color change feelings or emotions?				
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> ● How select color based on message ● Relationship of colors to one another ● How to pair colors ● How color can change or evoke emotions 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> ● Apply knowledge of color theory to typography and composition ● Demonstrate understanding of color ● Create successful color pairing for designs ● Evoke emotion through color selection 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> ● Classroom Assignments and Activities ● Independent Practice ● Observation ● Portfolio ● Sketches ● Quizzes/Tests ● Projects ● Midterm/Final Exam 	<p>Standards: 8.1.12.A.1-4 9.2.IT-WD.1-10 1.3.12.D.1-3 1.4.12.B.1-3</p>	
			<p>Time Frame: 3 weeks</p>	
			<p>Materials: Demonstrations Classwork Internet research and activities</p>	

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CONTENT: Unit 5				
Theme: Illustrative Designs & Vector Drawing				
Essential Questions: How do you begin to develop your design concepts? How do you produce a clean vector drawing using industry appropriate software? How do you enhance your vector artwork with color and texture? How do you showcase a professional finished vector design?				
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Process of developing ideas for graphic design • Thought process and purpose of designers • How to transform illustrations into computer generated images • How to use shapes and symbols to convey a message 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Develop concepts and ideas for specific clients or needs • Utilize software in the field of design to produce a finished computer design • Apply knowledge of Adobe Illustrator tools to produce an original work of art • Produce an original work of art 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Observation • Design Presentation • Showcase design • Photography • Portfolio • Sketches • Quizzes/Tests • Projects • Midterm/Final Exam 	<p>Standards: 8.1.12.A.1-4 9.2.IT-WD.1-10 1.3.12.D.1-3 1.4.12.B.1-3</p>	
			<p>Time Frame: 6 weeks</p>	
			<p>Materials: Demonstrations Classwork Cameras & Models exercises/worksheets Computer software applications</p>	

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CONTENT: Unit 6						
Theme: Adobe InDesign						
Essential Questions:						
<p>What is InDesign and how does it compare to other Adobe Programs used in Graphic Design?</p> <p>How do professionals use this software?</p> <p>How can we apply knowledge of InDesign to produce a successful print layout?</p> <p>How does the layout and placement of type affect our final design?</p>						
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • The importance of layout and alignment within a finished composition • How to utilize professional software in the field of graphic design • How placement of images and text affect our overall design and feeling 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • organize graphic information and design in a professional manner • create a professional well balanced composition • design an original print layout using original vector imagery 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Observation • Product Development • Design Presentation • Showcase design • Photography • Portfolio • Sketches • Quizzes/Tests • Projects • Midterm/Final Exam 	<p>Standards:</p> <p>8.1.12.A.1-4</p> <p>9.2.IT-WD.1-10</p> <p>1.3.12.D.1-3</p> <p>1.4.12.B.1-3</p>			
			<p>Time Frame: 5 weeks</p>			
			<p>Materials:</p> <p>Demonstrations</p> <p>Classwork</p> <p>Tablet</p> <p>exercises/worksheets</p> <p>Computer software applications</p>			

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CONTENT: Unit 7				
Theme: Careers & Creative Application				
Essential Questions: How do you create a plan based on your clients needs? How does successful branding affect your client and reputation as a designer? How do we produce products using our design concepts? How do professionals present a design plan?				
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Career options in the field of graphic design • How to create a design presentation for a specific company or client • How to market & showcase designs through photography and online portfolios 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • What careers are available in the field of fashion • Successfully produce original pieces of graphic art that expresses the designer’s style • Tailor designs and concepts based on a client’s needs or vision • Showcase computer design and presentation skills through prints and an online portfolio. 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Observation • Product Development • Photography • Portfolio • Sketches • Quizzes/Tests • Projects • Midterm/Final Exam 	<p>Standards: 8.1.12.A.1-4 9.2.IT-WD.1-10 1.3.12.D.1-3 1.4.12.B.1-3</p>	
			<p>Time Frame: 5 weeks</p>	
			<p>Materials: Demonstrations Classwork Tablets exercises/worksheets Computer software applications</p>	

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CONTENT: Unit 8				
Theme: Presentation & Portfolio				
Essential Questions: How can we market our designs? How do we reach a specific audience and/or client? How can we showcase our work through more than one media? How can we organize a website to host samples of our professional work?				
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Career options in the field of fashion • How to create a design presentation for a specific company or client • How to market & showcase designs through photography and online portfolios 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • What careers are available in the field of fashion • Successfully contribute to a fashion team to produce a cohesive design plan • Tailor designs and concepts based on a client’s needs or vision • Showcase fashion design and presentation skills through photography and an online portfolio. 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Observation • Product development • Photography • Portfolio • Sketches • Quizzes/Tests • Projects • Midterm/Final Exam 	<p>Standards: 8.1.12.A.1-4 9.2.IT-WD.1-10 1.3.12.D.1-3 1.4.12.B.1-3</p>	
			<p>Time Frame: 6 weeks</p>	
			<p>Materials: Demonstrations Classwork Cameras exercises/worksheets Computer software applications</p>	