

Pequea Valley School District

Technology Education

Unit: Adobe Indesign Techniques

Course: Advertising and Design

Grade: High School

Planning the Focus Based on the Desired Result

What do you want all learners to know, understand and do by the end of the unit?

Unit Essential Question(s) How are unique promotional artifacts created using Adobe Indesign design software?

- Placing and formatting pictures
- Apply effects and borders to images and copy
- Creating layouts for multi-print jobs with ruler guides
- Utilizing tabs to create lists
- Create shapes with varying transparencies to enhance a design and emphasize an element
- Using the pen tool to create original computer illustrations

Keystone Eligible Content/PA Core Standard:

3.2.12. D. Analyze and use the technological design process to solve problems.

- Assess all aspects of the problem, prioritize the necessary information and formulate questions that must be answered.
- Propose, develop and appraise the best solution and develop alternative solutions.
- Implement and assess the solution.
- Evaluate and assess the solution, redesign and improve as necessary.
- Communicate and assess the process and evaluate and present the impacts of the solution.

3.6.12. B. Analyze knowledge of information technologies of processes encoding, transmitting, receiving, storing, retrieving and decoding.

- Apply and analyze advanced information techniques to produce a complex image that effectively conveys a message (e.g., desktop publishing, audio and/or video production).

3.7.12. A. Apply advanced tools, materials and techniques to answer complex questions.

- Evaluate and use technological resources to solve complex multistep problems.

3.7.12. C. Evaluate computer operations and concepts as to their effectiveness to solve specific problems.

- Analyze and solve hardware and advanced software problems.

Pacing: Approximate number of class sessions per unit - 6 Weeks

Creating a Cover Page - 4 Classes

Creating a Business Card - 6 Classes

Creating a Menu - 6 Classes

Creating a Student Profile - Page Layout - 7 Classes

Practicing with InDesign (Product Reproduction, STEM Poster, Multimedia Advertisement) -7 Classes

Tier 3 Vocabulary (Content specific vocabulary)

Place

Desktop Publishing

Stroke

Fill

Bounding Box

Ruler Guides

Tabs

Gutter

Margins (Inside/Outside)

Column Design

Dominant Photo

Secondary Photo

Caption

Copy

Headline

Eye Line

Transparency

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- The different parts of a layout
- How to change different text characteristics
- How to place and format a picture
- How to use tabs to align text
- How to measure with ruler guides

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- How to combine text and photographs to create a visually appealing layout
- How to promote a business through an effective business cards
- Create a formal design through the use of column design techniques
- Solve complex, real-world problems through the use of InDesign

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? *List skills and competencies.*

- Learners will design a cover page for a personal portfolio.
- Learners will design and create a personal business card.
- Learners will create an original menu for a local restaurant.
- Learners will create a two-page spread for a personal layout to describe themselves.
- Learners will select from three projects to practice their InDesign and design skills.

Literature:

Software/Resources:

**Pequea Valley School District
Technology Education**

Unit: The Principles of Design

Course: Advertising and Design

Grade: High School

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s) How do the design principles impact the visual appeal of a design?

- Explain how rhythm impacts a layout
- Define page proportion and explain how it can improve a layout
- Utilize contrast to emphasize an important element on a page
- Compare and contrast informal and formal balance
- Define unity and identify important aspects of an unified design
- How does color impact a design?

Keystone Eligible Content/PA Core Standard:

3.6.12. B. Analyze knowledge of information technologies of processes encoding, transmitting, receiving, storing, retrieving and decoding.

- Apply and analyze advanced information techniques to produce a complex image that effectively conveys a message (e.g., desktop publishing, audio and/or video production).
- Analyze and evaluate a message designed and produced using still, motion and animated communication techniques.

Pacing: Approximate number of class sessions per unit - 3 Weeks

- Design Principle Poster - 4 Days
- Color and Design - 4 Days
- Designing Invitations - 7 Days

Tier 3 Vocabulary (Content specific vocabulary)

Informal Balance
Formal Balance
Contrast
Unity
Emphasis
Primary Color
Secondary Color
Tertiary Color
Tints
Shades

Triad
Complementary
Analogous
Contemporary Design
Informal Design
Formal Design

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- The definition for the design principles
- The various color schemes
- The differences between contemporary, informal, and formal designs

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- How to use the design principles and color to enhance designs.
- Develop designs that convey a particular emotion while conveying a specific theme.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- The learners will create a poster to explain the design principles.
- The learners will create a color wheel and complete a summative assessments on color.
- The learners will design an invitation and modify the design to accomplish three different design schemes.

Literature:

Software/Resources:

Pequea Valley School District

Technology Education

Unit: Typography and Fonts

Course: Advertising and Design

Grade: High School

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s) How can fonts impact an intended message for a design?

- How are fonts measured using the points system?
- Design and create original fonts
- Understand the rules of typography
- Identify how to effectively use copy to convey a message while attracting a reader's attention
- Understand how to create visually appealing copy
- Compare and contrast different categories of fonts and their design attributes

Keystone Eligible Content/PA Core Standard

3.1.12. D. Analyze scale as a way of relating concepts and ideas to one another by some measure.

- Compare and contrast various forms of dimensional analysis.
- Assess the use of several units of measurement to the same problem.

3.6.12. B. Analyze knowledge of information technologies of processes encoding, transmitting, receiving, storing, retrieving and decoding.

- Apply and analyze advanced information techniques to produce a complex image that effectively conveys a message (e.g., desktop publishing, audio and/or video production).
- Analyze and evaluate a message designed and produced using still, motion and animated communication techniques.

3.7.12. A. Apply advanced tools, materials and techniques to answer complex questions.

- Evaluate and use technological resources to solve complex multistep problems.

Pacing: Approximate number of class sessions per unit

- Creating a Font - *5 Days*
- Font Lesson - *3 Days*
- Points Lesson - *2 Days*
- Resume - *5 Days*

Tier 3 Vocabulary (Content specific vocabulary)

Descenders

Ascenders

Cap Line
Baseline
x-height
Serifs
Sans Serifs
Point
Pica
Transparency
Leading
Monotype
Em Dash
En Dash
Widows
Orphans

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Identify the different font families
- How to draw with the pen tool
- How to install a font
- How to measure in points and picas

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- How to create a font
- Why picas and points are used to measure in desktop publishing
- How to unify a theme by selecting the appropriate font
- The importance of selecting the the appropriate font

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- The learners will create, install, and use a font.
- The learners will complete a summative assessment for points and picas that will measure their ability to measure.
- The learners will create a resume utilizing the proper rules of typography.

Literature:

Software/Resources: Font Forge

Pequea Valley School District

Technology Education

Unit: Data Merge and Automation

Course: Advertising and Design

Grade: High School

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s): How can InDesign be utilized and automated to perform advanced design techniques?

- Utilize data merge to manipulate large databases
- Perform basic functions in Microsoft Excel
- Create custom designs to individualize an advertising scheme
- Print and export different formats such as PDFs
- Utilizing master pages for including common page elements

Keystone Eligible Content/PA Core Standard

3.2.12 D. Analyze and use the technological design process to solve problems.

- Assess all aspects of the problem, prioritize the necessary information and formulate questions that must be answered.
- Propose, develop and appraise the best solution and develop alternative solutions.
- Implement and assess the solution.
- Evaluate and assess the solution, redesign and improve as necessary.
- Communicate and assess the process and evaluate and present the impacts of the solution.

3.6.12. B. Analyze knowledge of information technologies of processes encoding, transmitting, receiving, storing, retrieving and decoding.

- Apply and analyze advanced information techniques to produce a complex image that effectively conveys a message (e.g., desktop publishing, audio and/or video production).
- Analyze and evaluate a message designed and produced using still, motion and animated communication techniques.
- Apply various graphic and electronic information techniques to solve real world problems (e.g., data organization and analysis, forecasting, interpolation).

3.7.12. A. Apply advanced tools, materials and techniques to answer complex questions.

- Evaluate and use technological resources to solve complex multistep problems.

3.7.12. C. Evaluate computer operations and concepts as to their effectiveness to solve specific problems.

- Analyze and solve hardware and advanced software problems.

Pacing: Approximate number of class sessions per unit

Creating a Greeting Card - 4 Classes

Tier 3 Vocabulary (Content specific vocabulary) 3 Weeks

Data Merge

Excel

PDF

Export

Master Pages

Pen Tool

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- How to use a master page to share elements
- How to draw with the pen tool
- How to export a pdf
- How to create spreadsheets
- How to perform a data merge
- How to draw with the pen tool
- How to use the basic functions in Excel

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Create a unified theme throughout a multi-paged document
- Personalize advertising schemes to target specific customers/clients
- How to organize data
- The workflow of data entered into Excel into an InDesign data merge
- The advantages of PDF file formats

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- Learners will design a customized greeting card.
- Learners will perform a data merge using a spreadsheet to compile data into multiple customized designs.

Literature:

Software/Resources: Excel

Pequea Valley School District

Technology Education

Unit: Product Workflow

Course: Advertising and Design

Grade: High School

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s) Explain the typical workflow of a design project?

- Using desktop publishing to develop a concept into a finished working document
- Collect and assemble multiple layouts into one document
- Print and assemble booklets in the correct sequence
- Share documents and master pages with other learners
- Collate multi-page documents into a booklet
- Research local industries to develop an advertising product to meet a specific promotional need

Keystone Eligible Content/PA Core Standard

3.2.12 D. Analyze and use the technological design process to solve problems.

- Assess all aspects of the problem, prioritize the necessary information and formulate questions that must be answered.
- Propose, develop and appraise the best solution and develop alternative solutions.
- Implement and assess the solution.
- Evaluate and assess the solution, redesign and improve as necessary.
- Communicate and assess the process and evaluate and present the impacts of the solution.

3.7.12. A. Apply advanced tools, materials and techniques to answer complex questions.

- Evaluate and use technological resources to solve complex multistep problems.

3.7.12. C. Evaluate computer operations and concepts as to their effectiveness to solve specific problems.

- Analyze and solve hardware and advanced software problems.

3.8.12. E. Assess the effectiveness of computer communications systems.

- Assess the effectiveness of a computer based communications system.
- Transfer files among different computer platforms.
- Analyze the effectiveness of online information resources to meet the needs for collaboration, research, publications, communications and productivity.

Pacing: Approximate number of class sessions per unit

3 Weeks

Creation and Collation of Class Booklet - *6 Days*
Two Time Tests (Design Challenge) - *2 Days*
Final Project - Real World Design Brief - *7 Days*

Tier 3 Vocabulary (Content specific vocabulary)

Collation
Workflow
Master Pages
Design Process
Spread
Saddle Stapler
Links
Packages

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- How to create package to share InDesign documents
- The steps of the design process
- How collate and print a booklet

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- The workflow of a design project
- The steps of the design process and how to use them to refine a design
- How books, magazines, and other printed documents are assembled

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- The learners will complete two time tests to duplicate a document under time constraints.
- The learners will create a class booklet with share pages utilizing a workflow to create a finished product

Literature:

Software/Resources: