

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: Graphic Design I

Born On: August 2017

Revised On: July 2022

Current Revision: August 2023

Board Approved: 8/28/2023

New Jersey Curricular Mandates for Technology Education

Disabled & LGBT:

18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum. A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

Diversity, Equity, and Inclusion (DEI):

C.18A:35-4.36a - Curriculum to include instruction on diversity and inclusion. 1. a. Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. b. The instruction shall: (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. c. The Commissioner of Education shall provide school districts with sample learning activities and resources designed to promote diversity and inclusion.

Amistad Law:

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Climate Change:

2020 NJSLS-Computer Science and Design Thinking: At the core of computer science and design thinking education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. Learning experiences that enable students to apply content knowledge and employ computational thinking skills prepare students for the work of tomorrow by proposing solutions concerning the balancing of societal, environmental, and economic needs for a sustainable future. Further, leveraging topics such as computational sustainability and clean technology (Cleantech), technologies that either reduce or optimize the use of natural resources while reducing the negative effect that technology has on the planet and its ecosystems, is essential for developing a populace with the knowledge and skills necessary to mitigate the effects of climate change.

Graphic Design I

Unit 1: What is Design?

Time Allotted: Approximately 2 Weeks

New Jersey Student Learning Standards (NJSLS)

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

1.2.12.prof.Cr1a - Formulate multiple ideas using generative methods to develop artistic goals, and solve problems in media arts creation processes.

1.2.12.prof.Cr1b - Organize and design artistic ideas for media arts productions.

1.2.12.prof.Cr1c - Critique plans, prototypes and production processes considering purposeful and expressive intent

1.2.12.prof.Cr1d - Apply aesthetic criteria in developing, refining and proposing media arts artwork.

1.2.12.prof.Cr3a - Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.

1.2.12.prof.Cr3b - Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - What is graphic design? - How can we use the design process to solve problems? - How can we effectively communicate ideas? - What are the elements and principles of design, and how do they work together in effective design? - What is color theory and how does it impact the consumer? - How is graphic design a problem-solving process? 	<ul style="list-style-type: none"> - Describe the design process and how it can be used to solve problems - Distinguish between needs and wants in the design process - Understand the processes of collaboration and communication and how they contribute to the design process - Describe Color Theory and the impact it has on consumers - Explain the attributes of good graphic design, including the elements and principles of design. - Produce and explain the uses of thumbnails and comprehensives, including preliminary and finals 	<ul style="list-style-type: none"> - Rapid Design & Redesign Challenge: (i.e. Paper Tower) - Infographic design and presentation depicting the elements and principles of design using Canva - Color Theory activity and presentation 	<ul style="list-style-type: none"> - Physical Device / Artifact - Digital Presentation - Prototype Development - Class Participation - Research Documentation - Extent To Which Prototype Satisfies The Design Brief - Quizzes
Resources/Materials	<ul style="list-style-type: none"> - Paper, Rulers, Tape, Colored Markers - Design Technology: Canva, Adobe Photoshop, Adobe Illustrator - Presentation Technology: Google Presentation, Prezi, PowerPoint - https://www.teachengineering.org/k12engineering/designprocess - https://tryengineering.org/teacher/laser-creations/ 		

<p>Interdisciplinary Connections</p>	<p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLS 6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations. NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p>		
<p>Life Literacies & Key Skills</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving</p>		
<p>Information and Media Literacy & Technology Literacy</p>	<p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data. 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p>		
<p>Career Readiness, Life Literacies & Key Skills Practices</p>	<p>Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration, and communicate effectively. Work productively in teams while using cultural/global competence.</p>		
<p>Modifications</p>			
<p>Multi-Lingual Learners</p>	<p>Special Education</p>	<p>At-Risk</p>	<p>Gifted and Talented</p>
<ul style="list-style-type: none"> Display labeled images of designs and parts. 	<ul style="list-style-type: none"> Provide adequate scaffolds for the design process. 	<ul style="list-style-type: none"> Incorporate student choice Invite parents, neighbors, 	<ul style="list-style-type: none"> Lead the class in the deciphering of new learning.

<ul style="list-style-type: none"> ● Use body movement and gestures to further explain concepts to students. ● Restate design steps aloud before project activity. ● Assign a native language partner. 	<ul style="list-style-type: none"> ● Provide alternative choices (i.e. verbal or visual) to demonstrate proficiency. ● Provide an outline of lessons ● Get a written list of instructions ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where they learn best (for example, near the teacher) ● Use an alarm to help with time management ● Work with a partner 	<p>friends, the school principal and other community members to support classroom activities.</p> <ul style="list-style-type: none"> ● Provide peer mentoring to improve techniques. 	<ul style="list-style-type: none"> ● Create a more detailed report which includes additional research outside of project requirements. ● Engage in a more complex design challenge.
---	---	---	---

Graphic Design I

Unit 2: Vector Graphics & Illustration (Adobe Illustrator)

Time Allotted: Approximately 3-4 Weeks

New Jersey Student Learning Standards (NJSLS)

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function.

1.2.12.prof.Pr4a - Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

1.2.12.prof.Pr5a - Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

1.2.12.prof.Pr5b - Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.

1.2.12.prof.Pr5c - Demonstrate adaptation and innovation through the combination of tools, techniques, and content to communicate intent in the production of media artworks.

1.2.12.prof.Pr6a - Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.

1.2.12.prof.Pr6b - Evaluate the benefits and impacts at the personal, local, and social level from presenting media artworks, such as benefits to self and others.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - What are vector graphics and their benefits? - What are the basic tools involved in using Adobe Illustrator? - How can we effectively communicate with design? - What are the rules of billboard design? 	<ul style="list-style-type: none"> - Understand the problem solving process as it applies to graphic media - Discuss and understand the legal and ethical considerations, including copyright and trademark laws. - Explain the benefits of vector graphics for scalable designs 	<ul style="list-style-type: none"> - Research, identify and describe what each of the following icons represents: ™, © and ® - Materials include handouts, samples, various media (including print, electronic and video), and computers - Personal logo design to be laser cut onto an object or made into a physical artifact (Introduction to Illustrator, & Laser Cutting) - Vector-style portrait of a musician/artist using line, shape, color tools 	<ul style="list-style-type: none"> - Physical Device / Artifact - Digital Presentation - Prototype Development - Class Participation - Research Documentation - Extent To Which Prototype Satisfies The

	<ul style="list-style-type: none"> - Use Illustrator to create logos, illustrations, and marketing designs 	<ul style="list-style-type: none"> - Real-world inspired design brief for a Billboard company (i.e., Spotify) - Gather advertisement from a magazine, paper or poster of choice that will identify the principles and/or elements of design - Re-create an ad, using the original software program used to design the ad 	<p>Design Brief</p> <ul style="list-style-type: none"> - Quizzes - Hands-on Assessment with single-point grading rubric
Resources/Materials	<ul style="list-style-type: none"> - Computers, Adobe Creative Cloud (Illustrator, Photoshop, InDesign) - Canva.com 		
Interdisciplinary Connections	<p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p>		
Life Literacies & Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving</p>		
Information and Media Literacy & Technology Literacy	<p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources</p> <p>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity</p> <p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task</p> <p>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p>		
Career Readiness, Life Literacies & Key Skills Practices	<p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Use technology to enhance productivity, increase collaboration, and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p>		

Modifications			
Multi-Lingual Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Display labeled images of designs and parts. ● Restate design steps aloud before project activity. ● Assign a native language partner. ● When possible, modify assignments so the ELL student writes less, has simpler questions to answer, fewer spelling words, etc. ● Provide a variety of texts and resources on curriculum topics at a range of reading levels. ● Provide models of completed homework assignments, projects, etc. 	<ul style="list-style-type: none"> ● Provide extended time for the creation of products. ● Scaffolded explanations for proper use of equipment. ● Provide an outline of lessons ● Get a written list of instructions ● Receive large project as smaller tasks with individual deadlines ● Work or take a test in a different setting, such as a quiet room with few distractions. ● Sit where they learn best (for example, near the teacher) ● Use an alarm to help with time management ● Work with a partner 	<ul style="list-style-type: none"> ● Provide peer mentoring to improve techniques. ● Provide an outline for project tasks. ● Incorporate student choice ● Use effort and achievement rubrics ● Assure students they can be successful ● Promote mastery or challenging tasks ● Allow students many opportunities for practice and learning ● Use scaffolding for complex tasks ● Evaluate students on the basis of mastery and not one another. ● Classroom activities should be noncompetitive. 	<ul style="list-style-type: none"> ● Lead the class in the deciphering of new learning. ● Advanced product design.

Graphic Design I

Unit 3: Typography

Time Allotted: Approximately 6-8 Weeks

New Jersey Student Learning Standards (NJSLS)

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function.

1.2.12prof.Cr1a - Formulate multiple ideas using generative methods to develop artistic goals, and solve problems in media arts creation processes.

1.2.12prof.Cr1b - Organize and design artistic ideas for media arts productions.

1.2.12prof.Cr1c - Critique plans, prototypes and production processes considering purposeful and expressive intent

1.2.12prof.Cr1d - Apply aesthetic criteria in developing, refining and proposing media arts artwork.

1.2.12prof.Cr3a - Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.

1.2.12prof.Cr3b - Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - What is typography? - How has typography evolved throughout history? - What are the main classifications (categories) of type? - What is visual hierarchy, and how does it impact the reader/consumer? 	<ul style="list-style-type: none"> - Understand the evolution of typography and how this has impacted fonts today - Overview various methods of production - Apply the elements/principles of design to text and images - Demonstrate understanding (through their art) that typography is the art of text and that it can be communicated in several forms - Preplan the design by drawing thumbnail sketches - Collaboratively critique designs, focusing on whether the image(s) successfully communicated the principle or not 	<ul style="list-style-type: none"> - Discuss how function applies to the design of a graphic communication product - Identify and be able to incorporate the qualities that make a message effective. - Explain the evolution of typography and how it relates to the digitized fonts of today - Identify and explain the main classifications of type (i.e., serif, sans-serif, decorative/display, transitional, etc.) - Compare and contrast different classifications of type by creating a Type Classification Poster in illustrator - Create a series of 4 images using typography, unified by a theme 	<ul style="list-style-type: none"> - Physical Device / Artifact - Digital Presentation - Prototype Development - Class Participation - Research Documentation - Extent To Which Prototype Satisfies The Design Brief - Quizzes - Hands-on Assessment with single-point grading rubric
Resources/Materials	<ul style="list-style-type: none"> - https://www.canva.com/ - Adobe Photoshop, Illustrator - Dafont.com 		
Interdisciplinary Connections	<p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p>HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p>		
Life Literacies & Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p>		

	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving</p>		
Information and Media Literacy & Technology Literacy	<p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources</p> <p>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity</p> <p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task</p> <p>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p>		
Career Readiness, Life Literacies & Key Skills Practices	<p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Use technology to enhance productivity, increase collaboration, and communicate effectively.</p>		
Modifications			
Multi-Lingual Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● When possible, modify assignments so the ELL student writes less, has simpler questions to answer, fewer spelling words, etc. ● Provide models of completed homework assignments, projects, etc. ● Assign a native language partner. ● Use sentence/paragraph frames to assist with writing peer review. 	<ul style="list-style-type: none"> ● Use scaffolds, such as prompting to assist with the design process. ● Provide extended time for written responses and reports. ● Use a graphic organizer to categorize concepts. ● Get a written list of instructions ● Receive large project as smaller tasks with individual deadlines ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where they learn best (for example, near the teacher) ● Use an alarm to help with time 	<ul style="list-style-type: none"> ● Use a graphic organizer to categorize concepts. ● Provide an outline for research and design tasks. ● Provide extended time for written responses and reports. ● Incorporate student choice ● Provide peer mentoring to improve techniques ● Use effort and achievement rubrics ● Assure students they can be successful ● Promote mastery or challenging tasks ● Allow students many opportunities for practice and learning ● Use scaffolding for complex tasks 	<ul style="list-style-type: none"> ● Take on an additional or more complex design challenge. ● Interview someone in the field of technology education about how they use the design process in their profession. ● Offer choices, once finished with basic task, with personal interest being the key.

<ul style="list-style-type: none"> Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> management Work with a partner 	<ul style="list-style-type: none"> Evaluate students based on mastery and not one another. Classroom activities should be noncompetitive 	
--	---	---	--

Graphic Design I

Unit 4: Raster Graphics & Photo Editing (Adobe Photoshop)

Time Allotted: Approximately 6-8 Weeks

New Jersey Student Learning Standards (NJSLS)

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function.

1.2.12prof.Pr4a - Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

1.2.12prof.Pr5a - Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

1.2.12prof.Pr5b - Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.

1.2.12prof.Pr5c - Demonstrate adaptation and innovation through the combination of tools, techniques, and content to communicate intent in the production of media artworks.

1.2.12prof.Pr6a - Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.

1.2.12prof.Pr6b - Evaluate the benefits and impacts at the personal, local, and social level from presenting media artworks, such as benefits to self and others.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> What are raster graphics? How are raster and vector similar and different? What are the differences and similarities between Illustrator and Photoshop? How can we create selections in Photoshop using multiple tools? What are clipping masks and filters? What is Pop Art and who is Andy Warhol? What are GIF files and how do they differ from .ai or .psd files once exported? 	<ul style="list-style-type: none"> Apply various selection tools in Photoshop Create a collage of a variety of images Describe the differences between raster and vector Apply filters and adjust colors in photos to mimic Pop Art styles Identify and describe Andy Warhol's famous works and how they influenced modern graphic design Create a GIF using Photoshop Iterate through multiple designs of a single project 	<ul style="list-style-type: none"> Mr. Potato-head selection collage 2D puzzle design for an intended audience (i.e., preschoolers) using photoshop Pop Art self-portrait design and GIF creation in Photoshop Various YouTube tutorials including Portrait in a Letter, Sports Graphic Edits, etc. 	<ul style="list-style-type: none"> Conceptual sketch for a design and a written piece to justify the design based upon the key concepts learned will be assessed using a single-point grading rubric Presentation in the form of Slides, PowerPoint, Prezi or online portfolio website Physical artifact, model, or prototype assessed on single-point grading rubric
Resources/Materials	<ul style="list-style-type: none"> https://www.teachengineering.org/k12engineering/designprocess 		

	- Photoshop, YouTube, Google Images
Interdisciplinary Connections	<p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLS 6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>NJSLS 6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p>HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p>
Life Literacies & Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving</p>
Information and Media Literacy & Technology Literacy	<p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources</p> <p>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity</p> <p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task</p> <p>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem</p>

	<p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p>		
Career Readiness, Life Literacies & Key Skills Practices	<p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Use technology to enhance productivity, increase collaboration, and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p>		
Modifications			
Multi-Lingual Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Provide extended time for written responses and reports. ● When possible, modify assignments so the ELL student writes less, has simpler questions to answer, fewer spelling words, etc. ● Provide a variety of texts and resources on curriculum topics at a range of reading levels. ● Provide models of completed homework assignments, projects, etc. ● Assign a native language partner. ● Use sentence/paragraph frames to assist with writing reports. 	<ul style="list-style-type: none"> ● Use scaffolds, such as prompting to assist with the design process and with the writing process. ● Provide extended time for written responses and reports. ● Use a graphic organizer to categorize concepts. ● Get a written list of instructions ● Receive large project as smaller tasks with individual deadlines ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where they learn best (for example, near the teacher) ● Use an alarm to help with time management ● Work with a partner ● Work independently if preferred 	<ul style="list-style-type: none"> ● Use a graphic organizer to categorize concepts. ● Provide an outline for research and design tasks. ● Provide extended time for written responses and reports. ● Incorporate student choice ● Provide peer mentoring to improve techniques ● Use effort and achievement rubrics ● Assure students they can be successful ● Promote mastery or challenging tasks ● Allow students many opportunities for practice and learning ● Use scaffolding for complex tasks ● Evaluate students on the basis of mastery and not one another. Classroom activities should be noncompetitive 	<ul style="list-style-type: none"> ● Take on an additional or more complex design challenge. ● Interview someone in the field of technology education about how they use the design process in their profession. ● Offer choices, once finished with basic task, with personal interest being the key.

Graphic Design I

Unit 5: Branding, Packaging, & Marketing

Time Allotted: Approximately 8-10 Weeks

New Jersey Student Learning Standards (NJSLS)

- 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.
- 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
- 8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.
- 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
- 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.2.12.NT.2: Redesign an existing product to improve form or function.
- 8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
- 1.2.12.prof.Cr1a - Formulate multiple ideas using generative methods to develop artistic goals, and solve problems in media arts creation processes.
- 1.2.12.prof.Cr1b - Organize and design artistic ideas for media arts productions.
- 1.2.12.prof.Cr1c - Critique plans, prototypes and production processes considering purposeful and expressive intent
- 1.2.12.prof.Cr1d - Apply aesthetic criteria in developing, refining and proposing media arts artwork.
- 1.2.12.prof.Cr3a - Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
- 1.2.12.prof.Cr3b - Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.
- 1.2.12.prof.Pr4a - Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
- 1.2.12.prof.Pr5a - Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
- 1.2.12.prof.Pr5b - Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.
- 1.2.12.prof.Pr5c - Demonstrate adaptation and innovation through the combination of tools, techniques, and content to communicate intent in the production of media artworks.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - What are design prototypes and how are they similar and different to digital mockups? - How does effective branding use the elements and principles of design and rules of typography? - How can we turn 2D digital designs into 3D packaging? 	<ul style="list-style-type: none"> - Identify the purpose of a prototype - Integrate and apply knowledge of the design process to solve a problem - Utilize rapid prototyping devices to support learning - create a design prototype or model - Effectively and persuasively communicate design ideas 	<ul style="list-style-type: none"> - Create a dynamic prototype of a product design using the design process (i.e. greeting card, chocolate bar wrapper, Funko Pop Package, etc.) - Create a graphic and oral presentation of the design and use feedback to improve design - Document the design process for a brand from conception to completion 	<ul style="list-style-type: none"> - Initial Model(s) and Final Prototype - Digital portfolio (i.e. website) with evidence of the design process - Presentation in the form of Slides, PowerPoint, Prezi or

<ul style="list-style-type: none"> - What is a shape net and how does this relate to packaging? - What is silk-screen printing and how has this print method evolved over time? 	<ul style="list-style-type: none"> - Establish a product brand based on criteria, constraints, and stakeholder input and feedback - Explore a variety of printing methods including CMYK ink/LaserJet on paper and silk-screen on fabric 	<p>including mood board, sketches, font exploration, iterations, mockups, and final prototypes</p>	<p>online portfolio website</p> <ul style="list-style-type: none"> - Physical artifact, model, or prototype assessed on single-point grading rubric
Resources/Materials	<ul style="list-style-type: none"> - Computer, Rapid Prototyping Devices - Slides, PowerPoint, Prezi or online portfolio website - https://www.canva.com/ - Adobe Photoshop, Illustrator 		
Interdisciplinary Connections	<p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLS 6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>NJSLS 6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p>HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p>		
Life Literacies & Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving</p>		
Information and Media Literacy & Technology Literacy	<p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources</p>		

	<p>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity</p> <p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task</p> <p>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p>
<p>Career Readiness, Life Literacies & Key Skills Practices</p>	<p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Use technology to enhance productivity, increase collaboration, and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p>

Modifications

Multi-Lingual Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Provide a template for documenting the design process. ● When possible, modify assignments so the ELL student writes less, has simpler questions to answer, fewer spelling words, etc. ● Provide models of completed homework assignments, projects, etc. ● Assign a native language partner. ● Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> ● Provide additional time for project development. ● Work with a peer to develop a simpler design. ● Utilize graphics to support learning. ● Provide an outline of lessons ● Get a written list of instructions ● Receive large project as smaller tasks with individual deadlines ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where they learn best (for example, near the teacher) ● Use an alarm to help with time management 	<ul style="list-style-type: none"> ● Invite parents, neighbors, friends, the school principal and other community members to attend class performances. ● Break the design process into smaller pieces. ● Conference with teacher during the design planning process. ● Provide a detailed framework for the project design. ● Incorporate student choice ● Provide peer mentoring to improve techniques ● Use effort and achievement rubrics ● Assure students they can be successful ● Promote mastery or challenging tasks ● Allow students many opportunities for practice and learning ● Use scaffolding for complex tasks 	<ul style="list-style-type: none"> ● Offer choices, once finished with basic task, with personal interest being the key. ● Develop more complex designs based on extensive research both individually and in collaboration with peers.

		<ul style="list-style-type: none"> Evaluate students on the basis of mastery and not one another. Classroom activities should be noncompetitive 	
--	--	--	--

Graphic Design I

Unit 6: Advanced Graphic Design

Time Allotted: Approximately 8-10 Weeks

New Jersey Student Learning Standards (NJSLS)

- 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.
- 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
- 8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.
- 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
- 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.2.12.NT.2: Redesign an existing product to improve form or function.
- 8.2.12.ETW.1: 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.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
- 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
- 1.2.12prof.Cr1a - Formulate multiple ideas using generative methods to develop artistic goals, and solve problems in media arts creation processes.
- 1.2.12prof.Cr1b - Organize and design artistic ideas for media arts productions.
- 1.2.12prof.Cr1c - Critique plans, prototypes and production processes considering purposeful and expressive intent
- 1.2.12prof.Cr1d - Apply aesthetic criteria in developing, refining and proposing media arts artwork.
- 1.2.12prof.Cr3a - Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
- 1.2.12prof.Cr3b - Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.
- 1.2.12prof.Pr4a - Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
- 1.2.12prof.Pr5a - Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
- 1.2.12prof.Pr5b - Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.
- 1.2.12prof.Pr5c - Demonstrate adaptation and innovation through the combination of tools, techniques, and content to communicate intent in the production of media artworks.
- 1.2.12prof.Pr6a - Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.
- 1.2.12prof.Pr6b - Evaluate the benefits and impacts at the personal, local, and social level from presenting media artworks, such as benefits to self and others.
- 1.2.12prof.Re7a - Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.
- 1.2.12prof.Re7b - Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.
- 1.2.12prof.Re8a - Analyze the intent, meaning, and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.

1.2.12prof.Re9a - Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

1.2.12prof.Cn10a - Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.

1.2.12prof.Cn10b - Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.

1.2.12prof.Cn11a - Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., such as social trends, power, equality, personal/cultural identity).

1.2.12prof.Cn11b - Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - What is a personal brand and how does it differ from a company's brand? - What are the differences and similarities between Illustrator, Photoshop, and InDesign? - What are the benefits of using InDesign for printable documents? - What is the anatomy of a magazine cover and how does this relate to visual hierarchy? 	<ul style="list-style-type: none"> - Utilize InDesign to create documents with both raster and vector properties - Effectively and persuasively communicate design ideas - Establish a personal brand based on future interests and career goals - Create readable, engaging, and informative covers and spreads using InDesign 	<ul style="list-style-type: none"> - Create a personal brand consisting of a professional and engaging resume, business card, etc. for use in the real world - Document the design process for a brand/project from conception to completion including mood board, sketches, font exploration, iterations, mockups, and final prototypes - Create and print a magazine cover, inside spread, and back cover in InDesign focused on environmental sustainability advocacy - Design a multi-page magazine spread or cookbook - Design a food truck brand and utilize mockup renderings 	<ul style="list-style-type: none"> - Initial Model(s) and Final Prototype - Digital portfolio (i.e. website) with evidence of the design process - Conceptual sketch for a design and a written piece to justify the design based upon the key concepts learned will be assessed using a single-point grading rubric - Presentation in the form of Slides, PowerPoint, Prezi or online portfolio website - Physical artifact, model, or prototype assessed on single-point grading rubric
Resources/Materials	<ul style="list-style-type: none"> - https://www.teachengineering.org/k12engineering/designprocess - https://www.canva.com/ - Adobe Photoshop, Illustrator, InDesign 		
Interdisciplinary Connections	<p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLS 6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p>		

	<p>NJSLS 6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p>HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p>		
Life Literacies & Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving</p>		
Information and Media Literacy & Technology Literacy	<p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources</p> <p>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity</p> <p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task</p> <p>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p>		
Career Readiness, Life Literacies & Key Skills Practices	<p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Use technology to enhance productivity, increase collaboration, and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p>		
Modifications			
Multi-Lingual Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Provide a template for 	<ul style="list-style-type: none"> ● Provide additional time for 	<ul style="list-style-type: none"> ● Invite parents, neighbors, friends, the school 	<ul style="list-style-type: none"> ● Offer choices, once

<p>documenting the design process.</p> <ul style="list-style-type: none"> • When possible, modify assignments so the ELL student writes less, has simpler questions to answer, fewer spelling words, etc. • Provide models of completed homework assignments, projects, etc. • Assign a native language partner. • Provide extended time for written responses and reports. 	<p>project development.</p> <ul style="list-style-type: none"> • Work with a peer to develop a simpler design. • Utilize graphics to support learning. • Provide an outline of lessons • Get a written list of instructions • Receive large project as smaller tasks with individual deadlines • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where they learn best (for example, near the teacher) • Use an alarm to help with time management 	<p>principal and other community members to attend class performances.</p> <ul style="list-style-type: none"> • Break the design process into smaller pieces. • Conference with teacher during the design planning process. • Provide a detailed framework for the project design. • Incorporate student choice • Provide peer mentoring to improve techniques • Use effort and achievement rubrics • Assure students they can be successful • Promote mastery or challenging tasks • Allow students many opportunities for practice and learning • Use scaffolding for complex tasks • Evaluate students on the basis of mastery and not one another. Classroom activities should be noncompetitive 	<p>finished with basic task, with personal interest being the key.</p> <ul style="list-style-type: none"> • Develop more complex designs based on extensive research both individually and in collaboration with peers.
---	---	---	--

Scope and Sequence: Graphic Design I

Unit Title	Unit Length	Unit Summary
(1) What is Design?	2 Weeks	<p>Students will be introduced to the design process. They will learn about the importance of the elements and principles of design as well as color theory.</p> <p>Activities/ Projects:</p> <ul style="list-style-type: none"> - Rapid Design & Redesign Challenge: (i.e. Paper Tower) - Infographic design and presentation depicting the elements and principles of design using Canva - Color Theory activity and presentation
(2) Vector Graphics & Illustration (Adobe Illustrator)	3-4 Weeks	<p>Students will learn about vector graphics and how to use the tools of Adobe Illustrator. They will create personal logos and learn how to convert those designs into laser cutting files. In addition, students will work on creating real-world advertisements and billboard designs.</p> <p>Activities/Projects:</p> <ul style="list-style-type: none"> - Research, identify and describe what each of the following icons represents: ™, © and ® - Materials include handouts, samples, various media (including print, electronic and video), and computers - Personal logo design to be laser cut onto an object or made into a physical artifact (Intro to Illustrator, & Laser Cutting) - Vector-style portrait of a musician/artist using line, shape, color tools - Real-world inspired design brief for a Billboard company (i.e., Spotify)

		<ul style="list-style-type: none"> - Gather advertisement from a magazine, paper or poster of choice that will identify the principles and/or elements of design - Re-create an ad, using the original software program used to design the ad
(3) Typography	6-7 Weeks	<p>Students will study and apply typography and font classifications to their designs. They will create type classification posters to study similarities and differences in font styles. In addition, students will create a four-part typography illustration series using only text to depict images in a unifying theme of their choosing.</p> <p>Activities/ Projects:</p> <ul style="list-style-type: none"> - Discuss how function applies to the design of a graphic communication product - Identify and be able to incorporate the qualities that make a message effective - Explain the evolution of typography and how it relates to the digitized fonts of today - Identify and explain the main classifications of type (i.e., serif, sans-serif, decorative/display, transitional, etc.) - Compare and contrast different classifications of type by creating a Type Classification Poster in illustrator - Create a series of 4 typography illustrations unified by a theme
(4) Raster Graphics & Photo Editing (Adobe Photoshop)	6-7 Weeks	<p>Students will learn about raster graphics and photo editing with Photoshop. They will explore the differences and similarities between Photoshop and Illustrator including the tools, settings, and purposes of each. Students will complete a variety of scaffolded activities as their skills and confidence grow in Photoshop.</p> <p>Activities/Projects:</p> <ul style="list-style-type: none"> - Mr. Potato-head selection collage - 2D puzzle design for an intended audience (i.e., preschoolers) using photoshop - Pop Art self-portrait design and GIF creation in Photoshop - Various YouTube tutorials including Portrait in a Letter, Sports Graphic Edits, etc.
(5) Branding, Packaging, & Marketing	6-8 Weeks	<p>Students will use the design process to meet the needs of a particular population/consumer. They will establish comprehensive branding as well as 3D prototypes and models to effectively communicate design ideas.</p> <p>Activities/Projects:</p> <ul style="list-style-type: none"> - Create a dynamic prototype of a product design using the design process (i.e. greeting card, chocolate bar wrapper, Funko Pop Package, etc.) - Create a graphic and oral presentation of the design and use feedback to improve design - Document the design process for a brand from conception to completion including mood board, sketches, font exploration, iterations, mockups, and final prototypes
(5) Advanced Graphic Design	6-8 Weeks	<p>Students will apply multiple design applications (Illustrator, Photoshop, & InDesign) to accomplish real world designs. They will establish comprehensive branding as well as 3D prototypes and models to effectively communicate design ideas.</p> <p>Activities/Projects:</p> <ul style="list-style-type: none"> - Create a personal brand consisting of a professional and engaging resume, business card, etc. - Document the design process for a brand/project from conception to completion including mood board, sketches, font exploration, iterations, mockups, and final prototypes - Create and print a magazine cover, inside spread, and back cover in InDesign focused on environmental sustainability advocacy - Design a multi-page magazine spread or cookbook

		- Design a food truck brand and utilize mockup renderings
--	--	---

Sample Single-Point Teacher-Designed Rubric

Concerns <i>Areas that need improvement</i>	CRITERIA <i>Standards for this Performance</i>	EXPERTISE <i>Areas in which you show advanced performance or mastery</i>
	I produced a design/prototype that meets <u>all</u> of the established criteria.	
	I used the tools and applications correctly, handled them with care, and demonstrated professionalism.	