

# **Pascack Valley Regional High School District**

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

**Course Name: Graphic Design II**

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 II****Unit 1: Digital Illustration****Time Allotted: Approximately 4-6 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).

1.2.12adv.Cr1a - Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.

1.2.12adv.Cr1b - Fluently integrate a sophisticated personal aesthetic for media arts productions.

1.2.12adv.Cr1c - Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.

1.2.12adv.Cr3a - Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.

1.2.12adv.Cr3b - Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.

<b>Essential Questions</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessment)</b>
<ul style="list-style-type: none"> <li>- What is graphic design?</li> <li>- How can we use the design process to solve problems?</li> <li>- How can we effectively communicate ideas?</li> <li>- What are the elements and principles of design, and how do they work together in effective design?</li> <li>- What is color theory and how does it impact the consumer?</li> <li>- How is graphic design a problem-solving process?</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the design process and how it can be used to solve problems</li> <li>- Distinguish between needs and wants in the design process</li> <li>- Understand the processes of collaboration and communication and how they contribute to the design process</li> <li>- Describe Color Theory and the impact it has on consumers</li> <li>- Explain the attributes of good graphic design, including the elements and principles of design.</li> <li>- Produce and explain the uses of thumbnails and comprehensives, including preliminary and finals</li> </ul>	<ul style="list-style-type: none"> <li>- Rapid Design &amp; Redesign Challenge: (i.e. Paper Tower)</li> <li>- Redesign currency with new illustrations to reflect social change and/or justice</li> <li>- Design an opening menu or title screen for a Netflix show based on imagery, emotion, and user experience (UX)</li> <li>- Design a new personal logo to be laser cut onto an object or made into a physical artifact</li> </ul>	<ul style="list-style-type: none"> <li>- Physical Device / Artifact</li> <li>- Digital Presentation</li> <li>- Prototype Development</li> <li>- Class Participation</li> <li>- Research Documentation</li> <li>- Extent To Which Prototype Satisfies The Design Brief</li> <li>- Quizzes</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>- Design Technology: Canva, Adobe Photoshop, Adobe Illustrator</li> <li>- Presentation Technology: Google Presentation, Prezi, PowerPoint</li> <li>- <a href="https://www.teachengineering.org/k12engineering/designprocess">https://www.teachengineering.org/k12engineering/designprocess</a></li> </ul>		

	- <a href="https://tryengineering.org/teacher/laser-creations/">https://tryengineering.org/teacher/laser-creations/</a>
<b>Interdisciplinary Connections</b>	<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>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>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</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>
<b>Life Literacies &amp; Key Skills</b>	<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>
<b>Information and Media Literacy &amp; Technology Literacy</b>	<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>
<b>Career Readiness, Life Literacies &amp; Key Skills Practices</b>	<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>
<b>Modifications</b>	
<b>Multi-Lingual Learners</b>	<b>Special Education</b>
	<b>At-Risk</b>
	<b>Gifted and Talented</b>

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

**Unit 2: Advanced 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.

1.2.12adv.Cr1a - Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.

1.2.12adv.Cr1b - Fluently integrate a sophisticated personal aesthetic for media arts productions.

1.2.12adv.Cr1c - Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.

1.2.12adv.Cr3a - Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.

1.2.12adv.Cr3b - Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> <li>- What is typography?</li> <li>- How has typography evolved throughout history?</li> <li>- What are the main classifications (categories) of type?</li> <li>- What is visual hierarchy, and how does it impact</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the evolution of typography and how this has impacted fonts today</li> <li>- Overview various methods of production</li> <li>- Apply the elements/principles of design to text and images</li> <li>- Demonstrate understanding (through their art) that typography is the art of</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss how function applies to the design of a graphic communication product</li> <li>- Explain the evolution of typography and how it relates to the digitized fonts of today</li> <li>- Identify and explain the main classifications of type (i.e., serif, sans-serif, decorative/display, transitional,</li> </ul>	<ul style="list-style-type: none"> <li>- Physical Device / Artifact</li> <li>- Digital Presentation</li> <li>- Prototype Development</li> <li>- Class Participation</li> <li>- Research Documentation</li> <li>- Extent To Which</li> </ul>

<p>the reader/consumer?</p> <ul style="list-style-type: none"> <li>- What are the distinguishing anatomical features of typography?</li> </ul>	<p>text and that it can be communicated in several forms</p> <ul style="list-style-type: none"> <li>- Preplan the design by drawing thumbnail sketches</li> <li>- Collaboratively critique designs, focusing on whether the image(s) successfully communicated the principle or not</li> </ul>	<p>etc.)</p> <ul style="list-style-type: none"> <li>- Design a custom font</li> <li>- Analyze letters by photographing “found letterforms” and creating a collage</li> <li>- Design and create a collaborative type mural based on gestalt</li> <li>- Design a six-word memoir based on conciseness, imagery, and visual storytelling</li> </ul>	<p>Prototype Satisfies The Design Brief</p> <ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Hands-on Assessment with <a href="#">single-point grading rubric</a></li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>- Adobe Photoshop, Illustrator</li> <li>- Dafont.com</li> </ul>		
<b>Interdisciplinary Connections</b>	<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>		
<b>Life Literacies &amp; Key Skills</b>	<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>		
<b>Information and Media Literacy &amp; Technology Literacy</b>	<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>
<b>Career Readiness, Life Literacies &amp; Key Skills Practices</b>	<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**

<b>Multi-Lingual Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>When possible, modify assignments so the ELL student writes less, has simpler questions to answer, fewer spelling words, etc.</li> <li>Provide models of completed homework assignments, projects, etc.</li> <li>Assign a native language partner.</li> <li>Use sentence/paragraph frames to assist with writing peer review.</li> <li>Provide extended time for written responses and reports.</li> </ul>	<ul style="list-style-type: none"> <li>Use scaffolds, such as prompting to assist with the design process.</li> <li>Provide extended time for written responses and reports.</li> <li>Use a graphic organizer to categorize concepts.</li> <li>Get a written list of instructions</li> <li>Receive large project as smaller tasks with individual deadlines</li> <li>Work or take a test in a different setting, such as a quiet room with few distractions</li> <li>Sit where they learn best (for example, near the teacher)</li> <li>Use an alarm to help with time management</li> <li>Work with a partner</li> </ul>	<ul style="list-style-type: none"> <li>Use a graphic organizer to categorize concepts.</li> <li>Provide an outline for research and design tasks.</li> <li>Provide extended time for written responses and reports.</li> <li>Incorporate student choice</li> <li>Provide peer mentoring to improve techniques</li> <li>Use effort and achievement rubrics</li> <li>Assure students they can be successful</li> <li>Promote mastery or challenging tasks</li> <li>Allow students many opportunities for practice and learning</li> <li>Use scaffolding for complex tasks</li> <li>Evaluate students based on mastery and not one another. Classroom activities should be noncompetitive</li> </ul>	<ul style="list-style-type: none"> <li>Take on an additional or more complex design challenge.</li> <li>Interview someone in the field of technology education about how they use the design process in their profession.</li> <li>Offer choices, once finished with basic task, with personal interest being the key.</li> </ul>

**Graphic Design II**

**Unit 3: Experiential Graphic Design**

**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.
- 1.2.12adv.Pr4a - Synthesize various arts, media arts forms and academic content into unified media arts.

- 1.2.12adv.Pr5a - Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
- 1.2.12adv.Pr5b - Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.
- 1.2.12adv.Pr5c - Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.
- 1.2.12adv.Pr6a - Curate, design, and promote the presentation and distribution of media artworks through a variety of contexts.
- 1.2.12adv.Pr6b - Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience.
- 1.2.12adv.Re7a - Analyze and synthesize the qualities and relationships of the components and audience impact in a variety media artworks.
- 1.2.12adv.Re7b - Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications when addressing global issues including climate change.
- 1.2.12adv.Re8a - Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
- 1.2.12adv.Cn10b - Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.
- 1.2.12adv.Cn11a - Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes, and values.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> <li>- What is UX/UI design?</li> <li>- How does Design Thinking take the user experience into consideration and allow for accessibility?</li> <li>- How can virtual and augmented reality coexist and compliment art and design?</li> <li>- How does front end app design compare to back end (coded) development?</li> <li>- What are wireframes and how do they represent workflow?</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the importance of UX/UI design and highlight accessibility</li> <li>- Use Design Thinking to develop experiential and interactive graphics</li> <li>- Iterate through multiple designs of a single project based on feedback and user interviews</li> <li>- Identify and solve user problems with UX design</li> <li>- Create intuitive, aesthetically pleasing, interactive interfaces</li> <li>- Explore UX/UI careers</li> </ul>	<ul style="list-style-type: none"> <li>- Mobile App Prototype design based on accessibility and UX/UI</li> <li>- Resonance poster with augmented reality</li> <li>- Research and present on UX/UI careers in graphic design</li> </ul>	<ul style="list-style-type: none"> <li>- Justify the design based upon the key concepts learned using a <a href="#">single-point grading rubric</a></li> <li>- Presentation in the form of Slides, PowerPoint, Prezi or online portfolio website</li> <li>- Physical artifact, model, or prototype assessed on single-point grading rubric</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>- <a href="https://balsamiq.com/learn/courses/intro-to-ui-design/what-is-ui-design/">https://balsamiq.com/learn/courses/intro-to-ui-design/what-is-ui-design/</a></li> <li>- Photoshop, YouTube, Google Images, Figma, Processing</li> </ul>		
<b>Interdisciplinary Connections</b>	<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>		
<p><b>Life Literacies &amp; Key Skills</b></p>	<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>		
<p><b>Information and Media Literacy &amp; Technology Literacy</b></p>	<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><b>Career Readiness, Life Literacies &amp; Key Skills Practices</b></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>		
<p><b>Modifications</b></p>			
<p><b>Multi-Lingual Learners</b></p>	<p><b>Special Education</b></p>	<p><b>At-Risk</b></p>	<p><b>Gifted and Talented</b></p>
<ul style="list-style-type: none"> <li>● Provide extended time for written responses and reports.</li> <li>● When possible, modify</li> </ul>	<ul style="list-style-type: none"> <li>● Use scaffolds, such as prompting to assist with the design process and with the writing process.</li> </ul>	<ul style="list-style-type: none"> <li>● Use a graphic organizer to categorize concepts.</li> <li>● Provide an outline for research</li> </ul>	<ul style="list-style-type: none"> <li>● Take on an additional or more complex design challenge.</li> </ul>

<p>assignments so the ELL student writes less, has simpler questions to answer, fewer spelling words, etc.</p> <ul style="list-style-type: none"> <li>● Provide a variety of texts and resources on curriculum topics at a range of reading levels.</li> <li>● Provide models of completed homework assignments, projects, etc.</li> <li>● Assign a native language partner.</li> <li>● Use sentence/paragraph frames to assist with writing reports.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time for written responses and reports.</li> <li>● Use a graphic organizer to categorize concepts.</li> <li>● Get a written list of instructions</li> <li>● Receive large project as smaller tasks with individual deadlines</li> <li>● Work or take a test in a different setting, such as a quiet room with few distractions</li> <li>● Sit where they learn best (for example, near the teacher)</li> <li>● Use an alarm to help with time management</li> <li>● Work with a partner</li> <li>● Work independently if preferred</li> </ul>	<p>and design tasks.</p> <ul style="list-style-type: none"> <li>● Provide extended time for written responses and reports.</li> <li>● Incorporate student choice</li> <li>● Provide peer mentoring to improve techniques</li> <li>● Use effort and achievement rubrics</li> <li>● Assure students they can be successful</li> <li>● Promote mastery or challenging tasks</li> <li>● Allow students many opportunities for practice and learning</li> <li>● Use scaffolding for complex tasks</li> <li>● Evaluate students on the basis of mastery and not one another. Classroom activities should be noncompetitive</li> </ul>	<ul style="list-style-type: none"> <li>● Interview someone in the field of technology education about how they use the design process in their profession.</li> <li>● Offer choices, once finished with basic task, with personal interest being the key.</li> </ul>
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## Graphic Design II

### Unit 4: Advanced 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.

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.

1.2.12adv.Cr1a - Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.

1.2.12adv.Cr1b - Fluently integrate a sophisticated personal aesthetic for media arts productions.

1.2.12adv.Cr1c - Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.

1.2.12adv.Cr3a - Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.

1.2.12adv.Cr3b - Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.

1.2.12adv.Pr4a - Synthesize various arts, media arts forms and academic content into unified media arts.

1.2.12adv.Pr5a - Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.

1.2.12adv.Pr5b - Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.

1.2.12adv.Pr5c - Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.

1.2.12adv.Pr6a - Curate, design, and promote the presentation and distribution of media artworks through a variety of contexts.

1.2.12adv.Pr6b - Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> <li>- What are design prototypes and how are they similar and different to digital mockups?</li> <li>- How does effective branding use the elements and principles of design and rules of typography?</li> <li>- How can we turn 2D digital designs into 3D packaging?</li> <li>- What is a shape net and how does this relate to packaging?</li> <li>- What is silk-screen printing and how has this print method evolved over time?</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the purpose of a prototype</li> <li>- Integrate and apply knowledge of the design process to solve a problem</li> <li>- Utilize rapid prototyping devices to support learning</li> <li>- create a design prototype or model</li> <li>- Effectively and persuasively communicate design ideas</li> <li>- Establish a product brand based on criteria, constraints, and stakeholder input and feedback</li> <li>- Explore a variety of printing methods including CMYK ink/LaserJet on paper and silk-screen on fabric</li> </ul>	<ul style="list-style-type: none"> <li>- Create a dynamic prototype of a product design using the design process (i.e., condiment or beverage, etc.)</li> <li>- Create a graphic and oral presentation of the design and use feedback to improve design</li> <li>- Document the design process for a brand from conception to completion including mood board, sketches, font exploration, iterations, mockups, and final prototypes</li> <li>- Choosing a preexisting package die, design a product/brand (backwards package design)</li> <li>- Discuss sales strategies in a retail setting vs online marketplace</li> </ul>	<ul style="list-style-type: none"> <li>- Initial Model(s) and Final Prototype</li> <li>- Digital portfolio (i.e. website) with evidence of the design process</li> <li>- Presentation in the form of Slides, PowerPoint, Prezi or online portfolio website</li> <li>- Physical artifact, model, or prototype assessed on single-point grading rubric</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>- Computer, Rapid Prototyping Devices</li> <li>- Slides, PowerPoint, Prezi or online portfolio website</li> <li>- Adobe Photoshop, Illustrator</li> </ul>		
<b>Interdisciplinary Connections</b>	NJLSA.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>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>
<b>Life Literacies &amp; Key Skills</b>	<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>
<b>Information and Media Literacy &amp; Technology Literacy</b>	<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>

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

<b>Graphic Design II</b>
<b>Unit 5: Portfolio Building &amp; Branding</b>
<b>Time Allotted: Approximately 8-10 Weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
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.
- 1.2.12adv.Cr1a - Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.
- 1.2.12adv.Cr1b - Fluently integrate a sophisticated personal aesthetic for media arts productions.
- 1.2.12adv.Cr1c - Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.
- 1.2.12adv.Cr3a - Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.
- 1.2.12adv.Cr3b - Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.
- 1.2.12adv.Pr4a - Synthesize various arts, media arts forms and academic content into unified media arts.
- 1.2.12adv.Pr5a - Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
- 1.2.12adv.Pr5b - Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.
- 1.2.12adv.Pr5c - Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.
- 1.2.12adv.Pr6a - Curate, design, and promote the presentation and distribution of media artworks through a variety of contexts.
- 1.2.12adv.Pr6b - Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience.
- 1.2.12adv.Re7a - Analyze and synthesize the qualities and relationships of the components and audience impact in a variety media artworks.
- 1.2.12adv.Re7b - Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications when addressing global issues including climate change.
- 1.2.12adv.Re8a - Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
- 1.2.12adv.Re9a - Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes as well as considering complex goals and factors.
- 1.2.12adv.Cn10a - Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.
- 1.2.12adv.Cn10b - Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.
- 1.2.12adv.Cn11a - Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes, and values.
- 1.2.12adv.Cn11b - Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> <li>- What is a personal brand and how does it differ from a company's brand?</li> <li>- What are the differences and similarities between Illustrator, Photoshop, and InDesign?</li> </ul>	<ul style="list-style-type: none"> <li>- Utilize InDesign to create documents with both raster and vector properties</li> <li>- Effectively and persuasively communicate design ideas</li> <li>- Establish a personal brand based on future interests and</li> </ul>	<ul style="list-style-type: none"> <li>- Create a personal brand consisting of a professional and engaging resume, business card, etc. for use in the real world</li> <li>- Document the design process for a brand/project from conception to completion including mood board, sketches, font exploration, iterations, mockups, and final</li> </ul>	<ul style="list-style-type: none"> <li>- Initial Model(s) and Final Prototype</li> <li>- Digital portfolio (i.e. website) with evidence of the design process</li> <li>- Conceptual sketch for a design and a written</li> </ul>

<ul style="list-style-type: none"> <li>- What are the benefits of using InDesign for printable documents?</li> <li>- What is the anatomy of a magazine cover and how does this relate to visual hierarchy?</li> </ul>	<p>career goals</p> <ul style="list-style-type: none"> <li>- Create readable, engaging, and informative covers and spreads using InDesign</li> </ul>	<p>prototypes</p> <ul style="list-style-type: none"> <li>- Create and print a magazine cover, inside spread, and back cover in InDesign focused on environmental sustainability advocacy</li> <li>- Design a multi-page magazine spread or cookbook</li> <li>- Design a food truck brand and utilize mockup renderings</li> <li>- 30 second 2D animation story (stop motion)</li> </ul>	<p>piece to justify the design based upon the key concepts learned will be assessed using a <a href="#">single-point grading rubric</a></p> <ul style="list-style-type: none"> <li>- Presentation in the form of Slides, PowerPoint, Prezi or online portfolio website</li> <li>- Physical artifact, model, or prototype assessed on single-point grading rubric</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>- <a href="https://www.teachengineering.org/k12engineering/designprocess">https://www.teachengineering.org/k12engineering/designprocess</a></li> <li>- Adobe Photoshop, Illustrator, InDesign, Animate</li> </ul>		
<b>Interdisciplinary Connections</b>	<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>		
<b>Life Literacies &amp; Key Skills</b>	<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>		
<b>Information and Media Literacy &amp; Technology Literacy</b>	<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>		
<b>Career Readiness, Life Literacies &amp; Key Skills Practices</b>	<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>		
<b>Modifications</b>			
<b>Multi-Lingual Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Provide a template for documenting the design process.</li> <li>● When possible, modify assignments so the ELL student writes less, has simpler questions to answer, fewer spelling words, etc.</li> <li>● Provide models of completed homework assignments, projects, etc.</li> <li>● Assign a native language partner.</li> <li>● Provide extended time for written responses and</li> </ul>	<ul style="list-style-type: none"> <li>● Provide additional time for project development.</li> <li>● Work with a peer to develop a simpler design.</li> <li>● Utilize graphics to support learning.</li> <li>● Provide an outline of lessons</li> <li>● Get a written list of instructions</li> <li>● Receive large project as smaller tasks with individual deadlines</li> <li>● Work or take a test in a different setting, such as a quiet room with few distractions</li> <li>● Sit where they learn best (for example, near the teacher)</li> <li>● Use an alarm to help with time</li> </ul>	<ul style="list-style-type: none"> <li>● Invite parents, neighbors, friends, the school principal and other community members to attend class performances.</li> <li>● Break the design process into smaller pieces.</li> <li>● Conference with teacher during the design planning process.</li> <li>● Provide a detailed framework for the project design.</li> <li>● Incorporate student choice</li> <li>● Provide peer mentoring to improve techniques</li> <li>● Use effort and achievement rubrics</li> <li>● Assure students they can be successful</li> <li>● Promote mastery or challenging tasks</li> <li>● Allow students many opportunities for practice and learning</li> <li>● Use scaffolding for complex tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Offer choices, once finished with basic task, with personal interest being the key.</li> <li>● Develop more complex designs based on extensive research both individually and in collaboration with peers.</li> </ul>



reports.	management	<ul style="list-style-type: none"> <li>Evaluate students on the basis of mastery and not one another. Classroom activities should be noncompetitive</li> </ul>	
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### Scope and Sequence: Graphic Design II

Unit Title	Unit Length	Unit Summary
(1) Digital Illustration	4-6 Weeks	<p>Students will solve problems with the design process. They will focus on creating digital illustrations in Illustrator.</p> <p>Activities/ Projects:</p> <ul style="list-style-type: none"> <li>Rapid Design &amp; Redesign Challenge: (i.e. Paper Tower)</li> <li>Redesign currency with new illustrations to reflect social change and/or justice</li> <li>Design an opening menu or title screen for a Netflix show based on imagery, emotion, and user experience (UX)</li> <li>Design a new personal logo to be laser cut onto an object or made into a physical artifact</li> </ul>
(2) Advanced Typography	6-8 Weeks	<p>Students will study and apply typography and font classifications to their designs. They will create a custom font based on anatomy of type. In addition, they will work collaboratively as a class to make a type mural for the school based on gestalt.</p> <p>Activities/ Projects:</p> <ul style="list-style-type: none"> <li>Discuss how function applies to the design of a graphic communication product</li> <li>Explain the evolution of typography and how it relates to the digitized fonts of today</li> <li>Identify and explain the main classifications of type (i.e., serif, sans-serif, decorative/display, transitional, etc.)</li> <li>Design a custom font</li> <li>Analyze letters by photographing “found letterforms” and creating a collage</li> <li>Design and create a collaborative type mural based on gestalt</li> <li>Design a six-word memoir based on conciseness, imagery, and visual storytelling</li> </ul>
(4) Experiential Graphic Design	6-8 Weeks	<p>Students will learn about experiential graphic design. They will explore mobile app design, user experience (UX) and user interface (UI) design, as well as augmented reality (AR) in art.</p> <p>Activities/Projects:</p> <ul style="list-style-type: none"> <li>Mobile App Prototype design based on accessibility and UX/UI</li> <li>Resonance poster with augmented reality</li> <li>Research and present on UX/UI careers in graphic design</li> </ul>
(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"> <li>Create a dynamic prototype of a product design using the design process (i.e. greeting card, chocolate bar wrapper, Funko</li> </ul>

		<p>Pop Package, etc.)</p> <ul style="list-style-type: none"> <li>- Create a graphic and oral presentation of the design and use feedback to improve design</li> <li>- Document the design process for a brand from conception to completion including mood board, sketches, font exploration, iterations, mockups, and final prototypes</li> </ul>
(5) Portfolio Building & Branding	8-10 Weeks	<p>Students will apply multiple design applications (Illustrator, Photoshop, &amp; 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"> <li>- Create a personal brand consisting of a professional and engaging resume, business card, etc.</li> <li>- Document the design process for a brand/project from conception to completion including mood board, sketches, font exploration, iterations, mockups, and final prototypes</li> <li>- Create and print a magazine cover, inside spread, and back cover in InDesign focused on environmental sustainability advocacy</li> <li>- Design a multi-page magazine spread or cookbook</li> <li>- Design a food truck brand and utilize mockup renderings</li> <li>- 30 second 2D animation story (stop motion)</li> </ul>

Sample Single-Point Teacher-Designed Rubric

<b>Concerns</b> <i>Areas that need improvement</i>	<b>CRITERIA</b> <i>Standards for this Performance</i>	<b>EXPERTISE</b> <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.	