



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Graphic Design Curriculum

Course Description: This course explores the commercial aspects of art. Techniques include freehand drawing, lettering, painting and computer-enhancement for commercial advertising, posters and illustrations.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 class periods	Introduction to Graphic Design	Topic 1: Digital Citizenship Topic 2: Design Thinking Topic 3: Review of Elements and Principles of Design
10 class periods	Illustration	Topic 1: Introduction Topic 2: Develop Image
10 class periods	Typography	Topic 1: Introduction Topic 2: Develop Design
15 class periods	Vector Graphics	Topic 1: Introduction Topic 2: Vector Graphic Skill Development
15 class periods	Pixel Graphics	Topic 1: Introduction Topic 2: Skill Development
15 class periods	Layout	Topic 1: Introduction Topic 2: Design and Development
15 class periods	Commercial Art	Topic 1: Introduction to Commercial Art Topic 2: Design Development

Curriculum Revision Tracking

February, 2020

- Updated to new Missouri Learning Standards for Fine Arts

Spring, 2024

Unit 2:

- Added client connected project to engaging scenario.

Unit 7:

- Added client connected project to engaging scenario.

Unit 1: Introduction to Graphic Design

Subject: Graphic Design

Grade: 10, 11, 12

Name of Unit: Introduction to Graphic Design

Length of Unit: 3 class periods

Overview of Unit: Students entering graphic design will need to become familiar with what it is as an art discipline, and how digital citizenship is important to every designer (especially the concept of copyright and fair use). An emphasis on creative problem solving, or, “design thinking” should be established early so that students develop good habits with regards to research, sketching and idea development.

Priority Standards for unit:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr2B.II Demonstrate awareness of ethical implications of making and distributing creative work

Supporting Standards for unit:

- VA:Re9A.II Determine the relevance of criteria used by others to evaluate a work of art or collection of works
- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Pr4A.II Analyze, select, and critique personal artwork for a collection or portfolio presentation
- VA:Re7B.II Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
New creative problems based on student's existing artwork	Formulate	Create	3
From a range of materials and methods of traditional contemporary artistic practices to plan works of art and design	Choose	Understand	3
Acquisition of skills and knowledge in a chosen art form	Demonstrate	Apply	3
Awareness of ethical implications of making and distributing creative work	Demonstrate	Apply	3

Essential Questions:

1. Why is digital citizenship important in graphic design?
2. Why is "Design Thinking" important?
3. Why are the art elements and design principles important to graphic design?
4. Why is archiving work important in graphic design?

Enduring Understanding/Big Ideas:

1. Digital citizenship includes the norms of appropriate, responsible technology use, especially copyright and fair use.
2. Design thinking is a methodology that helps people understand and develop creative solutions to specific design challenges.
3. An understanding of the elements and principles are vital in art and design, as they provide the tools to create the greatest impact on a viewer.
4. Archiving art and design work helps document ideas, research, innovations, skills, and work process.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Digital Citizenship Plagiarism Copyright Fair Use Public Domain	Graphic Design Art Elements Design Principles Design Thinking Brainstorming

Resources for Vocabulary Development: textbook, internet resources

Topic 1: Digital Citizenship

Engaging Experience 1

Title: Introduction to Digital Citizenship in Graphic Design

Suggested Length of Time: ½ of a class period

Standards Addressed

Priority:

- VA:Cr2B.II Demonstrate awareness of ethical implications of making and distributing creative work

Supporting:

- VA:Re9A.II Determine the relevance of criteria used by others to evaluate a work of art or collection of works

Detailed Description/Instructions: Students will see examples of plagiarism in art and participate in a discussion and/or research about fair use, copyright and originality. It is the expectation that students create original artwork inspired by their own photos, drawings, and experiences with minimal use of appropriated images.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Design Thinking

Engaging Experience 1

Title: Intro to Design Thinking

Suggested Length of Time: ½ of a class period

Standards Addressed

Priority:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Supporting:

- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision

Detailed Description/Instructions: Students will be introduced to the design thinking process by conducting a guided brainstorming session, to develop an original idea for their first illustration assignment. Brainstorming can be collaborative or individual and may include techniques such as word storm, mind mapping, visual association or others.

Bloom's Levels: Create

Webb's DOK: 4

Topic 3: Review of Elements and Principles of Design

Engaging Experience 1

Title: Elements and Principles Review

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Supporting:

- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Re9A.II Determine the relevance of criteria used by others to evaluate a work of art or collection of works
- VA:Pr4A.II Analyze, select, and critique personal artwork for a collection or portfolio presentation
- VA:Re7B.II Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences

Detailed Description/Instructions: Students will apply the design thinking process to create a small scale illustration that represents use of the art elements and design principles.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will apply the design thinking process to create a small scale illustration that represents students' application and understanding of the art elements and design principles.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Digital Citizenship	Introduction to Digital Citizenship in Graphic Design	Students will see examples of plagiarism in art and participate in a discussion and/or research about fair use, copyright and originality. It is the expectation that students create original artwork inspired by their own photos, drawings, and experiences with minimal use of appropriated images.	½ class period
Design Thinking	Introduction to Design Thinking	Students will be introduced to the design thinking process by conducting a guided brainstorming session, to develop an original idea for their first illustration assignment. Brainstorming can be collaborative or individual and may include techniques such as word storm, mind mapping, visual association or others.	½ class period
Review of Elements and Principles of Design	Elements and Principles Review	Students will apply the design thinking process to create a small scale illustration that represents use of the art elements and design principles.	1 class period

Unit 2: Illustration

Subject: Graphic Design

Grade: 10, 11, 12

Name of Unit: Illustration

Length of Unit: 10 class periods

Overview of Unit: Students will be presented with design challenges that can be resolved through design thinking, the use of art media and traditional illustration methods. These may include painting, drawing, printmaking, collage, or fibers, or a combination of materials and techniques.

Priority Standards for unit:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design

Supporting Standards for unit:

- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
New creative problems based on student's existing artwork	Formulate	Create	3
From a range of materials and methods of traditional contemporary artistic practices to plan works of art and design	Choose	Understand	3
Acquisition of skills and knowledge in a chosen art form	Demonstrate	Apply	3
From a range of materials and methods of traditional contemporary artistic practices to plan works of art and design	Choose	Understand	3

Essential Questions:

1. How can traditional art processes or materials be used to create illustrations?
2. How can a concept be developed using the design thinking process?
3. How can students create a final draft of their illustration?

Enduring Understanding/Big Ideas:

1. Fine art media and techniques such as drawing, painting, printmaking, collage, hand lettering or others can be used to develop impactful visuals that are tied to a specific concept.
2. Students will be encouraged to brainstorm, sketch, research, experiment and problem solve prior to developing final illustration.
3. Students will execute a final draft which demonstrates good craftsmanship, thoughtful composition and a well-developed concept.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Illustration Calligraphy Analog Pen and Ink Watercolor Drawing Painting Printmaking Collage Fibers

Resources for Vocabulary Development: textbook, internet resources

Topic 1: Introduction

Engaging Experience 1

Title: Introduction to Illustration

Suggested Length of Time: ½ of a class period

Standards Addressed

Priority:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design

Supporting:

- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making

Detailed Description/Instructions: Students will participate in a presentation and discussion about what illustration is, and see examples of the different ways artists and designers create illustrations. Students will spend time experimenting with traditional illustration media in sketchbooks.

Bloom's Levels: Analyze

Webb's DOK: 4

Topic 2: Develop Image

Engaging Experience 1

Title: Illustration Rough Draft

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design

Supporting:

- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making

Detailed Description/Instructions: Students will be presented with a design assignment and will create preliminary drafts and sketches in their sketchbook using the design thinking process (brainstorm, sketch, research, experiment).

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Arts Fest Sticker Designs: After learning the basics in Adobe Photoshop, Illustrator, and InDesign, students will use the skills learned to create original stickers for our annual district fine arts festival. As a part of arts fest, we sell shirts, teachers donate works of art, and the building's NAHS sells stickers to raise money for our district fine arts scholarship. The graphic design class will design and print their own stickers to be sold alongside NAHS to raise money for our fine arts scholarship.



Suggested Client-Connected Project Opportunity

Curriculum Alignment	<i>District curriculum connection &/or Missouri Learning Standard(s):</i> • VA:Cr2AIII: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. • VA:Cr2B.III: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of artwork.
Client Engagement	<i>How this project is client-created, -initiated, or -approved:</i> Students will create stickers with original illustrations/designs that celebrate the arts and connect with arts fest visitors as a whole. Students who most successfully connect with visitors will sell more stickers, indicating client support and approval.
Industry Expert Involvement	<i>Industry expert(s) from which students will receive feedback:</i> While designing and creating their original designs, students will receive feedback and guidance from the teacher and their classmates. In addition to the teacher, a graphic designer from a local firm will visit with the class and give feedback on how to best complete their sticker designs. How/when feedback will be solicited throughout the project: Feedback will be given both informally in the classroom by the teacher and our visiting graphic designer, but also from visitors at arts fest.

Product or Deliverable	<i>Product/deliverable that will result from this project:</i> Original printed stickers for sale at arts fest How this result is authentic to the industry in terms of process or product: It is an opportunity for students to create, display, and sell works of art to the public. Students will also have the opportunity to attend arts fest and interact with the public and discuss the work they created.
Joint Evaluation	<i>Evaluation tool(s):</i> Rubric for in class grading, but we will also utilize a QR code and quick Google form for patrons to vote on their favorite sticker design. Evaluation plan (incl. involvement of teacher, client, &/or industry expert): The teacher will work with students during the initial brainstorming phase, image creation, and printing process. The teacher will also interact with arts fest visitors (clients) to see what they would like to see the following year. Our visiting graphic designer will also be inviting to view the finished stickers at arts fest and provide feedback.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
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Introduction	Introduction to Illustration	Students will participate in a presentation and discussion about what illustration is, and see examples of the different ways artists and designers create illustrations. Students will spend time experimenting with traditional illustration media in sketchbooks.	½ class Period
Develop Image	Illustration Rough Draft	Students will be presented with a design assignment and will create preliminary drafts and sketches in their sketchbook using the design thinking process (brainstorm, sketch, research, experiment).	2 class periods

Unit 3: Typography

Subject: Graphic Design

Grade: 10, 11, 12

Name of Unit: Typography

Length of Unit: 10 class periods

Overview of Unit: Students will complete a design that uses typography to express an idea. Students should combine their knowledge of typographic terms and techniques to generate an original, expressive work that shows thoughtful decisions regarding their use of type.

Priority Standards for unit:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Supporting Standards for unit:

- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues
- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Pr6A.II Make, explain, and justify connections between artists or artwork and social, cultural, and political history
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
New creative problems based on student's existing artwork	Formulate	Create	3
From a range of materials and methods of traditional contemporary artistic practices to plan works of art and design	Choose	Understand	3

Acquisition of skills and knowledge in a chosen art form	Demonstrate	Apply	3
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Essential Questions:

1. How can students become familiar with different type styles and categories?
2. How can students create a type-based design?
3. How will students learn to connect typeface to content?

Enduring Understanding/Big Ideas:

1. Students will learn about different type styles through introductory games, instructional videos, or research.
2. Students can create type based designs in any traditional fine art medium, or digitally using pixel or vector based software.
3. Students will brainstorm, sketch, research and experiment to determine which typeface fits the content, purpose or function of the design.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Type Ascender Descender Display Type Family Font Kerning Leading Letterspacing Measure Pica Point Serif Sans Serif Typography

Resources for Vocabulary Development: textbook, internet resources

Topic 1: Introduction

Engaging Experience 1

Title: Introduction to Typography

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design

- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Supporting:

- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues
- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Pr6A.II Make, explain, and justify connections between artists or artwork and social, cultural, and political history
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments

Detailed Description/Instructions: Students will participate in a discussion about typography and be presented with an overview of basic terminology and concepts. Students will engage in typography activities that could include games, videos, or worksheets.

Bloom's Levels: Analyze

Webb's DOK: 4

Topic 2: Develop Design

Engaging Experience 1

Title: Introduction to Typographic Techniques

Suggested Length of Time: 5 class periods

Standards Addressed

Priority:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design

- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Supporting:

- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making

Detailed Description/Instructions: Students will complete a series of small scale typographic works that demonstrate various techniques for creating and arranging letter forms.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will complete a design that uses typography to express an idea. Students should combine their knowledge of typographic terms and techniques to generate an original, expressive work that shows thoughtful decisions regarding their use of type.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction	Introduction to Typography	Students will participate in a discussion about typography and be presented with an overview of basic terminology and concepts. Students will engage in typography activities that could include games, videos, or worksheets.	1 class period

Develop Design	Introduction to Typographic Techniques	Students will complete a series of small scale typographic works that demonstrate various techniques for creating and arranging letter forms.	5 class periods
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Unit 4: Vector Graphics

Subject: Graphic Design

Grade: 10, 11, 12

Name of Unit: Vector Graphics

Length of Unit: 15 class periods

Overview of Unit: Students will be presented with design challenges that can be resolved through design thinking, the use of vector graphics, and created with digital art software such as Adobe Illustrator.

Priority Standards for unit:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork.

- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr2C.II Redesign a object, system, place, or design in response to contemporary issues

Supporting Standards for unit:

- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Pr4A.II Analyze, select, and critique personal artwork for a collection or portfolio presentation
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments
- VA:Re8A.II Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
New creative problems based on student's existing artwork	Formulate	Create	3
From a range of materials and methods of traditional contemporary artistic practices to plan works of art and design	Choose	Understand	3
Acquisition of skills and knowledge in a chosen art form	Demonstrate	Apply	3
An object in response to contemporary issues	Redesign	Create	3
A system in response to contemporary issues	Redesign	Create	3
A place in response to contemporary issues	Redesign	Create	3
A design in response to contemporary issues	Redesign	Create	3

Essential Questions:

1. How can students become familiar with vector graphic drawing tools?
2. How can students develop their own vector illustration?
3. How can students determine when vector art is the appropriate design solution?

Enduring Understanding/Big Ideas:

1. Students will become familiar with the Adobe Illustrator interface, tools, and basic drawing skills through the use of video or written tutorials.
2. Students will brainstorm, sketch, experiment and apply what they learned in tutorials to create a draft of their vector illustration.
3. Vector art is scalable, without loss of image quality, distortion or pixelation.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Vector Art Scalable Art Board Anchor Point Stroke Fill Gradient Pen Tool Line Segment Path Open Path Closed Path Transformations Smart Guide Selection Tool Direct Select Patterns Image Trace Pathfinder Greyscale RGB Color CMYK Color AI Format PDF Format

Resources for Vocabulary Development: textbook, internet resources

Topic 1: Introduction

Engaging Experience 1

Title: Introduction to Vector Graphics

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues

Supporting:

- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Pr4A.II Analyze, select, and critique personal artwork for a collection or portfolio presentation
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments

Detailed Description/Instructions: Students will be given a brief overview of the Adobe Illustrator interface and become familiar with a few of the basic drawing tools. Students will be given time to experiment with drawing tools, ask questions and create a small design using Illustrator.

Bloom's Levels: Create

Webb's DOK: 4

Topic 2: Skill Development

Engaging Experience 1

Title: Vector Graphic Skill Development

Suggested Length of Time: 5 class periods

Standards Addressed

Priority:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork.
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Supporting:

- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments
- VA:Re8A.II Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making

Detailed Description/Instructions: Students will complete a series of brief tutorials (gathered from textbooks, internet or other resources) that introduce the various functions of Adobe Illustrator, such as the use of the pen and pencil tools, shape drawing, stroke, fill and gradient, image trace, pathfinder and others.

Bloom's Levels: Evaluate

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will be presented with a design challenge that can be resolved through design thinking, the use of vector graphics, and created with digital art software such as Adobe Illustrator.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction	Introduction to Vector Graphics	Students will be given a brief overview of the Adobe Illustrator interface and become familiar with a few of the basic drawing tools. Students will be given time to experiment with drawing tools, ask questions and create a small design using Illustrator.	1 class period
Skill Development	Vector Graphic Skill Development	Students will complete a series of brief tutorials (gathered from textbooks, internet or other resources) that introduce the various functions of Adobe Illustrator, such as the use of the pen and pencil tools, shape drawing, stroke, fill and gradient, image trace, pathfinder and others.	5 class periods

Unit 5: Pixel Graphics

Subject: Graphic Design

Grade: 10, 11, 12

Name of Unit: Pixel Graphics

Length of Unit: 15 class periods

Overview of Unit: Students will be presented with a series of design challenges that can be resolved through design thinking, the use of pixel graphics, and created with digital art software such as Adobe PhotoShop.

Priority Standards for unit:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr2B.II Demonstrate awareness of ethical implications of making and distributing creative work
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making

Supporting Standards for unit:

- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Pr6A.II Make, explain, and justify connections between artists or artwork and social, cultural, and political history
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments
- VA:Re8A.II Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
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New creative problems based on student's existing work	Formulate	Create	3
From a range of materials and methods of traditional contemporary practices to plan works of art and design	Choose	Understand	3
Acquisition of skills and knowledge in a chosen art form	Demonstrate	Apply	3
Awareness of ethical implications of making and distributing creative work	Demonstrate	Apply	3
Inquiry methods of observation to explore unfamiliar subjects through art making	Utilize	Apply	3
Inquiry methods of research to explore unfamiliar subjects through art making	Utilize	Apply	3
Inquiry methods of experimentation to explore unfamiliar subjects through art making	Utilize	Apply	3

Essential Questions:

1. How can students become familiar with pixel graphic editing and drawing tools?
2. How can students develop their own pixel graphics?
3. How can students determine when pixel art is the appropriate design solution?

Enduring Understanding/Big Ideas:

1. Students will become familiar with the Adobe PhotoShop interface, tools, and basic drawing and editing skills through the use of video or written tutorials.
2. Students will brainstorm, sketch, experiment and apply what they learned in tutorials to create a draft of their pixel illustrations.
3. Pixel graphics allow a great amount of detail, depending on the images' resolution (the number of pixels used).

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Pixel Raster Rasterize Resolution Pixels Per Inch Dots Per Inch Channels Mask Layer Blending Greyscale RGB Color CMYK Color PS Format JPG Format PNG Format GIF Format Layers History Lasso Filter Clone Anchor Points Handle Bars

Resources for Vocabulary Development: textbook, internet resources

Topic 1: Introduction

Engaging Experience 1

Title: Introduction to Pixel Graphics

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr2B.II Demonstrate awareness of ethical implications of making and distributing creative work

Supporting:

- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Pr6A.II Make, explain, and justify connections between artists or artwork and social, cultural, and political history
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments

Detailed Description/Instructions: Students will be given a brief overview of the Adobe PhotoShop interface and become familiar with a few of the basic drawing and image editing tools. Students will be given time to experiment with drawing and image editing tools, ask questions and create a small design using PhotoShop.

Bloom's Levels: Create

Webb's DOK: 4

Topic 2: Skill Development

Engaging Experience 1

Title: Pixel Graphic Skill Development

Suggested Length of Time: 5 class periods

Standards Addressed

Priority:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making

Supporting:

- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments
- VA:Re8A.II Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works

Detailed Description/Instructions: Students will complete a series of brief tutorials (gathered from textbooks, internet or other resources) that introduce the various functions of Adobe PhotoShop, such as the use of layers, filters, color editing, clone stamp and other tools.

Bloom's Levels: Evaluate

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance). Students will be presented with a design challenge that can be resolved through design thinking, the use of pixel graphics, and created with digital art software such as Adobe PhotoShop.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction	Introduction to Pixel Graphics	Students will be given a brief overview of the Adobe PhotoShop interface and become familiar with a few of the basic drawing and image editing tools. Students will be given time to experiment with drawing and image editing tools, ask questions and create a small design using PhotoShop.	1 class period
Skill Development	Pixel Graphic Skill Development	Students will complete a series of brief tutorials (gathered from textbooks, internet or other resources) that introduce the various functions of Adobe PhotoShop, such as the use of layers, filters, color editing, clone stamp and other tools.	5 class periods

Unit 6: Layout

Subject: Graphic Design

Grade: 10, 11, 12

Name of Unit: Layout

Length of Unit: 15 class periods

Overview of Unit: Students will be presented with a series of design challenges that can be resolved through the organization of information, images and text in a thematic design. These could include infographics, page layouts, posters designs, or others.

Priority Standards for unit:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues

Supporting Standards for unit:

- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Re7B.II Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences
- VA:Re8A.II Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making
- VA:Cn11A.II Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
New creative problems based on student's existing artwork	Formulate	Create	3
A range of materials and methods of traditional contemporary artistic practices to plan works of art and design	Choose	Understand	3

Acquisition of skills and knowledge in a chosen art form	Demonstrate	Apply	3
An object in response to contemporary issues	Redesign	Create	3
A system in response to contemporary issues	Redesign	Create	3
A place in response to contemporary issues	Redesign	Create	3
A design in response to contemporary issues	Redesign	Create	3

Essential Questions:

1. How do students create an effective and organized layout in a design?
2. How do students combine images and type in a layout?
3. How do students use the design process in order to improve and revise layouts?

Enduring Understanding/Big Ideas:

1. Students will be introduced to basic design vocabulary and concepts through experimentation and tutorials. The concepts of visual hierarchy and basic type layout are important during this process
2. Students will be introduced to a variety of options for placement by researching, experimenting and completing tutorials as they learn to combine imagery and type in a layout.
3. Students will use the cyclical process of design as they brainstorm, sketch, create, collaborate, revise, and present their layouts. This process will happen many times before the final layout is ready for print or publication.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Symmetrical Asymmetrical Ruler	Layout Graphics Copy Hierarchy Text Wrap Leading Full Bleed Design Process Alignment Nameplate Headline Caption Byline Teaser Gutter

Resources for Vocabulary Development: textbook, internet resources

Topic 1: Introduction

Engaging Experience 1

Title: Introduction to Layout

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues

Supporting:

- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Re7B.II Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences
- VA:Re8A.II Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making
- VA:Cn11A.II Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts

Detailed Description/Instructions: Students will be introduced to the terminology related to design layout. Students will be presented with a variety of layout options and create sketches of the various types.

Bloom's Levels: Create

Webb's DOK: 4

Topic 2: Design Development

Engaging Experience 1

Title: Design Development

Suggested Length of Time: 5 class periods

Standards Addressed

Priority:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues

Supporting:

- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Re7B.II Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences
- VA:Re8A.II Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making
- VA:Cn11A.II Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts

Detailed Description/Instructions: Students will complete a series of small-scale assignments dealing with topics such as hierarchy, active negative space, page layout, proximity, alignment, placement, or scale, for example.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will be presented with a design challenge that can be resolved through the organization of information, images and text in a thematic design. These could include infographics, page layouts, posters designs, or others.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction	Introduction to Layout	Students will be introduced to the terminology related to design layout. Students will be presented with a variety of layout options and create sketches of the various types.	1 class period
Design and Development	Design and Development	Students will complete a series of small-scale assignments dealing with topics such as hierarchy, active negative space, page layout, proximity, alignment, placement, or scale, for example.	5 class periods

Unit 7: Commercial Art

Subject: Graphic Design

Grade: 10, 11, 12

Name of Unit: Commercial Art

Length of Unit: 15 class periods

Overview of Unit: Students will complete a performance event in which their original commercial art products are presented in a unified, coherent manner that appeals to their target audience and establishes their corporate brand. These could include a display board, process book, class presentation or other means of mass publication.

Priority Standards for unit:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr2B.II Demonstrate awareness of ethical implications of making and distributing creative work
- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues

Supporting Standards for unit:

- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Pr4A.II Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- VA:Pr5A.II Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- VA:Pr6A.II Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
- VA:Re7A.II Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- VA:Re7B.II Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences
- VA:Re8A.II Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making

- VA:Cn11A.II Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
New creative problems based on student's existing artwork	Formulate	Create	3
A range of materials and methods of traditional contemporary artistic practices to plan works of art and design	Choose	Understand	3
Acquisition of skills and knowledge in a chosen art form	Demonstrate	Apply	3
An object in response to contemporary issues	Redesign	Create	3
A system in response to contemporary issues	Redesign	Create	3
A place in response to contemporary issues	Redesign	Create	3
A design in response to contemporary issues	Redesign	Create	3
Awareness of ethical implications of making and distributing creative work	Demonstrate	Apply	3

Essential Questions:

1. How can students design art for business, marketing and promotion?
2. How do students appeal to a target audience?
3. How will students know what visual devices are used in commercial art and branding?

Enduring Understanding/Big Ideas:

1. Students will apply knowledge of pixel and vector graphics to create products and designs for use in commercial art.
2. Students will be introduced to survey and marketing techniques to determine the needs or preferences of a target audience.
3. Students will research commercial art, corporate branding and create items such as logos, web designs, print items, advertisements, and packaging.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Survey Marketing	Target Audience Commercial Art Logo Color Scheme Branding Advertising Packaging Stationery Design Web Design

Resources for Vocabulary Development: textbook, internet resources

Topic 1: Introduction

Engaging Experience 1

Title: Introduction to Commercial Art

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr2B.II Demonstrate awareness of ethical implications of making and distributing creative work
- VA:Cr2C.II Redesign a object, system, place, or design in response to contemporary issues

Supporting:

- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Pr4A.II Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- VA:Pr5A.II Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- VA:Pr6A.II Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
- VA:Re7A.II Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- VA:Re7B.II Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences
- VA:Re8A.II Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making
- VA:Cn11A.II Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts

Detailed Description/Instructions: Students will collaborate, research and investigate commercial art products that are components of branding or corporate identity. Students will generate a concept for a fictional product or service.

Bloom's Levels: Analyze; **Webb's DOK:** 3

Topic 2: Concept Development

Engaging Experience 1

Title: Concept Development

Suggested Length of Time: 7 class periods

Standards Addressed

Priority:

- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr2B.II Demonstrate awareness of ethical implications of making and distributing creative work
- VA:Cr2C.II Redesign a object, system, place, or design in response to contemporary issues

Supporting:

- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision
- VA:Pr4A.II Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- VA:Pr5A.II Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- VA:Pr6A.II Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
- VA:Re7A.II Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- VA:Re7B.II Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences
- VA:Re8A.II Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making
- VA:Cn11A.II Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts

Detailed Description/Instructions: Using the design thinking process, students will determine the target audience of their fictional business and complete a series of interrelated assignments that will establish their corporate brand. These could include logo design, letterhead, website design, social media components, packaging or others.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Student Curated Art Show: Students will curate an Art Show in the community in which they work with an established client that has a space in need of artwork. Students will brainstorm, organize & present a theme to the client for approval. Students will reach out to find local artists (such as student artists in the district) for submissions within the chosen theme. Students will organize, select & plan an Opening Night for the Art Collection with advice and guidance from the client.



Suggested Client-Connected Project Opportunity

Curriculum Alignment

District curriculum connection &/or Missouri Learning Standard(s):

- VA:Pr5A.II Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- VA:Pr6A.II Make, explain, and justify connections between artists or artwork and social, cultural, and political history
- VA:Re7B.II Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences
- VA:Re8A.II Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Client Engagement

How this project is client-created, -initiated, or -approved:

Students will work with a community business or client that would like to display artwork in their space. Client approval and feedback will be required throughout the process. Client support in materials such as frames is also suggested.

Industry Expert Involvement	<i>Industry expert(s) from which students will receive feedback:</i> Students will work with district Art Teachers who put on annual art shows & curate displays throughout schools and the community. Students will utilize local Art Galleries for inspiration and feedback. How/when feedback will be solicited throughout the project: Feedback will be given throughout the process through connecting with the client & district art curators and art curators from the wider community/ KC area.
Product or Deliverable	<i>Product/deliverable that will result from this project:</i> An annual Art Collection will be on display at a community space. How this result is authentic to the industry in terms of process or product: This process will support future artists in marketing, branding, working with a client, curating & supporting both local and personal artwork.
Joint Evaluation	<i>Evaluation tool(s):</i> Google forms will be utilized to receive feedback from community members during Opening Night. The client will also have a debriefing meeting with the class after the Collection is up and Opening Night is complete. Evaluation plan (incl. involvement of teacher, client, &/or industry expert): The teacher will divide up tasks for committee groups throughout the planning process that will each be communicated to the Client. The teacher will evaluate the efforts of each group specifically as well as taking feedback from the community guest Art Curator for the whole experience. Community art curator will give feedback and assist in evaluation.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction	Introduction to Commercial Art	Students will collaborate, research and investigate commercial art products that are components of branding or corporate identity. Students will generate a concept for a fictional product or service.	1 class period
Design Development	Design Development	Using the design thinking process, students will determine the target audience of their fictional business and complete a series of interrelated assignments that will establish their corporate brand. These could include logo design, letterhead, website design, social media components, packaging or others.	7 class periods

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.