

Course: *Graphic Presentations*
Unit 4: Industry Application

Year of Implementation: 2024-2025

Curriculum Team Members: *Stephanie Novello* snovello@lrhsd.org, *Dana Tritsch* dtritsch@lrhsd.org, *Megan Hahn* mhahn@lrhsd.org, *Kristina Foster* kfoster@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

Career Readiness: <https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

Visual and Performing Arts: <https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-VPA.pdf>

- **Unit Standards:**

- **Content Standards**

- 1.2.8.Cr1a: *Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.*
- 1.2.8.Cr1b: *Organize and design artistic ideas for media arts productions.*
- 1.2.8.Pr4a: *Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theater).*
- 1.2.8.Pr5a: *Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.*
- 1.2.8.Pr5b: *Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.*

- **21st Century Life & Career Standards**

- 9.2.8.CAP.20: *Identify the items to consider when estimating the cost of funding a business.*
- 9.2.12.CAP.2: *Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.*
- 9.2.12.CAP.3: *Investigate how continuing education contributes to one's career and personal growth.*
- 9.4.2.IML.2: *Represent data in a visual format to tell a story about the data.*
- 9.4.5.CT.1: *Identify and gather relevant data that will aid in the problem-solving process .*
- 9.4.2.Cl.2: *Demonstrate originality and inventiveness in work.*

- 9.4.2.CT.3: *Use a variety of types of thinking to solve problems.*
- 9.4.12.Cl.1: *Demonstrate the ability to reflect, analyze, and use creative skills and ideas.*
- **English Companion Standards**
 - List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas. This section can be deleted for all other content areas.
 - Grade 9-10 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion9-10.pdf
 - RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
 - RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
 - NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
 - Grade 11-12 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf
 - RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
 - RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
 - RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- **Interdisciplinary Content Standards**
 - SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

- NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

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.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 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 (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education 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.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLA) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

Transfer Goal: Students will be able to independently use their learning to understand the industry side of graphic design and the impact graphic design has on other careers.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

- Utilize and integrate essential communication and technical skills significant to 21st century life, work, and community
- Apply information technology to achieve an organization's business goal
- Create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career
- Use technology to extend creativity and/or improve problem solving ability

Enduring Understandings

Students will understand that . . .

EU 1

- collaboration with other specialties/career fields is critical to function successfully as a global citizen.

EU 2

- a career in graphic design encompasses both entrepreneurial and business skills.

Essential Questions

- What makes a person successful in design?

Knowledge

Students will know . . .

EU 1

Skills

Students will be able to . . .

EU 1

- graphic design is a large field, drawing from the fields of creative writing and digital design. (9.2.12.CAP.2)
- the benefits of collaboration. (1.2.8.Pr5a; 1.2.8.Pr5a; 9.2.12.CAP.2)
- the impact graphic design has on other careers. (9.2.12.CAP.2)

EU 2

- the costs associated with creating a graphic design business. (9.2.8.CAP.20)
- the platforms used to sell or display their original work. (1.2.8.Pr4a; 9.2.12.CAP.3)

- analyze different industries utilization of graphic design. (9.2.12.CAP.2)
- discuss the benefits of collaboration and create a project organizational chart. (1.2.8.Pr5a)
- work with others in a creative, respectful, and productive manner to complete tasks. (1.2.8.Pr5a)

EU 2

- create a budget and cash flow analysis for a graphic design business. (9.2.8.CAP.20)
- research and analyze platforms available to sell and display their original work. (1.2.8.Pr4a; 9.2.12.CAP.3)

Stage Two - Assessment

-

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Teacher-created tutorials **(A EU1EU2)**
- **Research and present how graphic design is used in different industries (A,M, EU1)**
- Identify key elements to effective collaboration **(A EU1)**
- **Create an original visual element with peers using collaboration skills (M,T EU1)**
- **Cost-analysis worksheets for original products (A & M EU2)**
- **Research different career fields (A EU1)**
- Compare and contrast different selling platforms **(A & M EU2)**
- Self-assess completed projects **(T EU2)**
- Interpret information provided by clients and create appropriate designs based on clients needs **(M & T EU1)**
- Partner activities **(T EU1 EU2)**

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Design Principles	23 days
2	Image Manipulation	45 days
3	Layout	45 days
4	Careers	22 days

Instructional Materials

- *Computer lab for students-*
 - *Software to be downloaded:*
 - *Adobe software*
- *Teacher Copy of the following books:*
 - *Adobe In Design Creative Cloud Revealed ISBN 10 0357541766 ISBN-13 978-0357541760*
 - *Adobe Photoshop Creative Cloud Revealed ISBN-10 0357635876 ISBN-13 978-0357635872*

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.