Name: David Petersen		Grading Quarter: 4	Week Beginning: 4/29
School Year: 23-24		Subject: Graphic Design 1	
Monday	Notes:	Objective: **Understand Color Terminology- color wheel and combinations, Hue Saturation Brightness etc.** Lesson Overview: basics of color Have students get a picture and …. change the mood by desaturation or saturation draw attention by bringing having a focal point and using saturation and value Introduce vocabulary by giving them a bingo sheet with terms on it, have them try to figure out which definition goes with the word and quiz them the next day Go over the vocabulary from Berryman on colors and theory. Color sensation- emotions connected to colors hue- something that distinguishes one color sample to another value- lightness or darkness of a color sample chroma- how bright or dull a color sample is surface- same hue different surface advance-recede= yellow orange HOT Draws the eye inward red violet COLD Draws the eye away blue green Visibility- More contrast the more visible such as black on white (Go over the highest color contrasting colors) Environment- colors look differently in different light color preference- what is preferred	Academic Standards: 8.10 Produce single- and multi-color graphic works using industry standard software 8.6 Apply nondestructive image editing techniques 8.7 Composite raster images using a combination of layers, transparency, masking, selection tools, blending modes, filters, and special effects 8.8 Manipulate digital images using industry standard software 6.7 Identify basic color schemes (e.g., complementary, analogous, triadic, tetradic, split complementary, and monochromatic) 76 Discuss the uses of: rotated, circled, extended, tints and fills.

Tuesday	Notes:	Objective: **Practice good ethical practices when using Photoshop and photo manipulations** Lesson Overview: Go over the bell work then talk about how photoshop is used and then eventually get to journalism and talk about what ethics is and how journalism is affected if someone is falsifying information or pictures. Ask them what ethics are? (UNWRITTEN RULES) Is it ok to touch up a picture of a house you are trying to sell? Where is the line that you may crosss before you are false advertising? Are you trying to deceive. Is it for entertainment. Home pictures that may change the way things really were? Talk about the jury that found the lady guilty of having pictures altered. Ask about advertisements that show food much larger than it really is? What if everyone knows it is altered…then is it okay? Will younger people really get it. Do you think there should be labels on advertisements (especially magazines) saying that things have been altered. Ask about what the earliest known photo remake was. Abraham Lincoln Talk about how they used to airbrush pictures back together again. Show them seems from Stalin and Hitler that took out people in Photographs. Talk about how a lot of this will depend on the purpose …whether it is for entertainment or commercial use and if so, are you being honest in your portrayal of the product. Ask them what ethics are? Is it ok to touch up a picture of a house you are trying to sell? Where is the line that you may cross before you are false advertising? Ask about what the earliest known photo remake was. Abraham Lincoln Talk about how they used to airbrush pictures back together again. So, the seams from Stalin and Hitler that took out people in Photographs.	Academic Standards:
Wednesday	Notes:	Objective: **Understand the history of Printing- Gutenberg and his impact on the world** Lesson Overview: Gutenberg & the Impact of the Printing Press (The book that changed the world)	Academic Standards:

Thursday	Notes:	Objective: **Explore the history of book making, technology and innovations in page layout and design** Lesson Overview: Show them the next film on Gutenberg and talk about it Utilize correct software for the final product phot manipulation, illustration, etc. For their magazine articles	Academic Standards: 11-12.WHST.1 Write arguments focused on discipline-specific content. 11-12.WHST.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. 11-12.WHST.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 11-12.WHST.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 11-12.WHST.1e Provide a concluding statement or section that follows from or supports the argument presented. 11-12.WHST.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to

			create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 11-12.WHST.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 11-12.WHST.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 11-12.WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared

			writing products in response to ongoing feedback, including new arguments or information. 11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Friday	Notes:	Objective: **Create news articles, set up text frames and wrap around text** Lesson Overview: You can go through the InDesign basic with the girl and magazine set up with terry white even though it is cs5 and have them copy basically, what he was doing but with their own topic and picture to wrap text around. Go through the document window again.. Go over what size a letter -tabloid and where they get their names from. Show them the poster and explain the marks that are on it and what they are used for. Talk to them about putting text in and paying attention to the control bar as it has a lot of things they can do while they are in the text tool.	Academic Standards: 11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research. 38 Distinguish between display (headline) type and body (text) type by their point sizes, styles, and uses. 42 Illustrate a sample paragraph(s) using flush left-ragged right, flush right-ragged left, centered, justified, force justified, widows and orphans, caps, lowercase, uppercase, small caps, and ligatures. 6.1 Identify elements of design (e.g., line, shape, form, texture, pattern, color, value, space, and size) 7.1 Generate project ideas using stakeholder communication, research, brainstorming, thumbnails, roughs, mock-ups, and wireframes 7.2 Identify demographic components for a target audience (e.g., gender, age, income, education, socioeconomic, ethnicity, and location) 8.1 Differentiate among the color spaces (e.g., RGB, CMYK, Spot Color, L*a*b*, HSB, HSL, grayscale, and hex color) and how they relate to graphic design 8.11 Create single- and multi-page graphic works utilizing margins, columns, grids, and bleeds

			AZ.11-12.WHST.4a Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, caption, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience. **Create news articles, set up text frames and wrap around text**