Rumson-Fair Haven Regional High School

Course: *Graphic Design II*
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Section I: Course Description

Graphic Design II introduces students to a wide variety of digital communication methods. Students create digital images by using computer software such as Adobe Photoshop, Illustrator, and other computer programs. Students design and create such projects as posters, advertisements, tickets, stickers, notepads, business cards, a 3D-printed object etc. All projects are composed of images and text that work together to communicate a message. Whether it is to attract attention, inform, persuade, or inspire, the graphic design industry specializes in creative problem solving. Graphic designers promote brands, market ideas, and influence consumer behavior. Some of today's most dynamic fields -- advertising, publishing, interactive -- are based on this fundamental concept of graphic design.

Section II: NJSLS: New Jersey Student Learning Standards/Learning Objectives

1. **2020 New Jersey Student Learning Standards – *Computer Science and Design Thinking:***
    - "The 'Intent and Spirit of the Computer Science and Design Thinking Standards' is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers."
2. ***2023 New Jersey Student Learning Standards English Language Arts:***
    - "A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. …Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace."
3. ***2020 New Jersey Student Learning Standards – Visual and Performing Arts***
    - The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
4. ***Standard 8.1 (Computer Science) and 8.2 (Design Thinking)* of the *2020 NJSLS:***
    - "The 'Intent and Spirit of the Computer Science and Design Thinking Standards' is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers."
5. ***2020 Career Readiness, Life Literacies, and Key Skills Standards (9.2 and 9.4):***
    - "Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world,

the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy."

- ○ ***Climate Change:** The state of New Jersey has mandated instruction in, "Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs."

6. ***Amistad Law: N.J.S.A. 18A 52:16A-88:***
   - ○ The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: "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."
6. ***Holocaust Law: N.J.S.A. 18A 35-28:***
   - ○ The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: "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."
7. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:***
   - ○ A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: "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."
8. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:***
   - ○ The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey's schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: "A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies."
9. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom's Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Graphic Design II* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district's English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined in the Modifications/Accommodations for Technology and Design Courses chart.

Section IV: Preparation for Standardized Testing

Instruction in *Graphic Design II* is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: *Graphic Design II*	**Grade Level:** 9th - 12th
Unit I: Graphic Design Research Project	Weeks 1-2
Unit II: 3-D Keychain Printing	Weeks 3-4
Unit III: Illustrator Logo Design/ Corporate Identity Branding	Weeks 5-7
Unit IV: Digital Portraits	Weeks 8-10
Unit V: 3-D Ornament Printing	Weeks 11-12
Unit VI: Graphic Design Styles	Weeks 13-15
Unit VII: Animation	Weeks 16-18
Unit VIII: Final Design Portfolio	Weeks 19-20

Section VI: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed in Graphic Design:

- *Adobe CC Educational Suite*
- *Autodesk Fusion*
- *Google Classroom*

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Graphic Design II* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Graphic Design II* vary greatly in format, and scope/content/skills assessed and alternative assessments, differentiation in assessments, and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *Graphic Design II* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *Graphic Design II* curriculum by the *Graphic Design II* instructional team:

Unit I: Graphic Design Research Project		
Unit Summary		
At the beginning of the course, students will become reacquainted with the discipline of graphic design. Students will research a topic in graphic design that interests them. Students will share their research through presentations. We will review the major ideas and skills that were learned in *Graphic Design I.*		
Standards/Core Ideas/Performance Expectations		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Graphic Design II:* ● *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking* ○ 8.1.12.DA.2, 8.2.12.ED.1, 8.2.12.ED.4, 8.2.12.ED.5, 8.2.12.NT.1, 8.2.12.NT.2 ● *2023 New Jersey Student Learning Standards: English Language Arts* ○ L.SS.11–12.1., L.VL.11–12.3., RI.CI.11–12.2., W.IW.11–12.2., SL.II.11–12.2., SL.UM.11–12.5. ● *2020 New Jersey Student Learning Standards: Visual and Performing Arts* ○ 1.2.12acc.Re7a-b, 1.2.12adv.Re7a-b, 1.2.12acc.Re8a, 1.2.12adv.Re8a, 1.2.12acc.Cn11a-b, 1.2.12adv.Cn11a-b ● *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills* ○ 9.2.12.CAP.6, 9.2.12.CAP.8, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.DC.3, 9.4.12.DC.7, 9.4.12.TL.1, 9.4.12.TL.3, 9.4.12.TL.4, 9.4.12.IML.1, 9.4.12.IML.2		
Unit Essential Questions	**Unit Enduring Understandings**	
● What were the major ideas and skills learned in *Graphic Design I*? ● How can past/historical graphic designs inspire current designers?	● The major ideas are the Principles of Design, the Elements of Art, the Focal Point, the Rule of Thirds, and Color Theory. The Principles of Design include balance, contrast, alignment, repetition, proximity/unity and white space. The Elements of Art include color, form, line, shape, space, texture, and value. Focal Point is the area of interest in the design. It is usually up and to the right in a design. Color Theory discusses how the primary colors make the secondary and tertiary colors. There are also analogous and complementary colors. Students should discuss these ideas in the review. ● Historical graphic designers can inspire projects in a variety of graphic design styles.	
Evidence of Learning		
Formative & Alternative Assessments: ● Do Nows ● Individual student check-ins with the teacher ● Daily classwork activities	**Benchmark & Summative Assessments:** ● Graphic Design Research Project (Benchmark)	**Resources Needed:** ● Computer ● Internet Access ● Big screen tv to display presentations

Unit II: 3-D Keychain Printing
Unit Summary
Students will learn about the history of 3-D Printing. Students will then learn how to use Autodesk Fusion to create a 3-D Keychain on the computer and then export a stereolithographic file (.stl file) to be printed on the MakerBot Sketch 3-D Printer. Students will understand how the 3-D printer functions and how to load files to print on the computer.
Standards/Core Ideas/Performance Expectations
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Graphic Design II:*

- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.DA.2, 8.2.12.ED.1, 8.2.12.ED.4, 8.2.12.ED.5, 8.2.12.NT.1, 8.2.12.NT.2
- *2023 New Jersey Student Learning Standards: English Language Arts*
  - L.SS.11–12.1., L.VL.11–12.3., RI.CI.11–12.2., W.IW.11–12.2., SL.II.11–12.2., SL.UM.11–12.5.
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
  - 1.2.12acc.Cr1a-d, 1.2.12adv.Cr1a-c, 1.2.12acc.Cr2a-c, 1.2.12adv.Cr2a -b
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
  - 9.2.12.CAP.6, 9.2.12.CAP.8, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.DC.3, 9.4.12.DC.7, 9.4.12.TL.1, 9.4.12.TL.3, 9.4.12.TL.4, 9.4.12.IML.1, 9.4.12.IML.2

Unit Essential Questions	Unit Enduring Understandings
• What is the history of 3-D printing? • How does a student use Autodesk Fusion to create a 3-D keychain? • How does a student export an STL file to be printed on a 3-D printer? • How does the 3-D printer work and how is an STL file loaded to be 3-D printed?	• 3-D printing was developed in the 1980's and has grown tremendously over the past 40 years. • Autodesk Fusion is a 3-D software that can be used to create a 3-D keychain. The X, Y and Z axis are the three different axes used in 3-D printing. These axes can be used to extrude a keychain on the computer and the type tool can be used to cut out the RFH initials. • A STL file needs to be exported using Autodesk Fusion. • The STL file is loaded into the 3-D printer to be printed.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Do Nows • Individual student check-ins with the teacher • Daily classwork activities	• 3-D Keychain Project	• Computer • Internet Access • Autodesk Fusion • MakerBot Sketch 3-D printer

Unit III: Illustrator Logo Design/Corporate Identity Branding

Unit Summary

Students will learn how to use Adobe Illustrator to create a vector-based logo. Students will first be able to sketch the logo freehand and then scan and bring it into the computer to create vector-based paths. Students will use that logo in a variety of different corporate identity branding projects. The projects will include letterhead, a business card, a business envelope, a web interface, and a promotional flier.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Graphic Design II:*

- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.DA.2, 8.2.12.ED.1, 8.2.12.ED.4, 8.2.12.ED.5, 8.2.12.NT.1, 8.2.12.NT.2
- *2023 New Jersey Student Learning Standards: English Language Arts*
  - L.SS.11–12.1., L.VL.11–12.3., RI.CI.11–12.2., W.IW.11–12.2., SL.II.11–12.2., SL.UM.11–12.5.
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
  - 1.2.12acc.Cr1a-d, 1.2.12adv.Cr1a-c, 1.2.12acc.Cr2a-c, 1.2.12adv.Cr2a -b, 1.2.12acc.Cr3a-c, 1.2.12adv.Cr3a-b, 1.2.12acc.Pr5a-c, 1.2.12adv.Pr5a-c
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
  - 9.2.12.CAP.6, 9.2.12.CAP.8, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.DC.3, 9.4.12.DC.7, 9.4.12.TL.1, 9.4.12.TL.3, 9.4.12.TL.4, 9.4.12.IML.1, 9.4.12.IML.2

Unit Essential Questions	Unit Enduring Understandings
• How can Adobe Illustrator be used to create vector-based graphics? • How can a logo be created with Illustrator? • How can a logo be imported into a variety of corporate identity projects?	• Vector artwork is art that's made up of vector graphics. These graphics are points, lines, curves and shapes that are based on mathematical formulas. When a vector image file is scaled, it isn't low resolution, and there's no loss of quality, so it can be sized to however large or small one needs it to be. • Adobe Illustrator can be used to create a logo using bezier curves, points, lines, curves and shapes. • Corporate identity is how your business presents itself to the outside world. Although internal culture and values are integral to shaping company

• How can letterhead and business card designs be created? • How can a student create a web interface? • How can a student create a promotional flier?	identity, the corporate identity definition applies to a company's visual assets and brand design. • A vector graphic logo created in Adobe Illustrator can be imported into Adobe Photoshop where students can create letterhead and business cards. • A vector graphic logo created in Adobe Illustrator can be imported into Adobe Photoshop where students can create a web interface. • A vector graphic logo created in Adobe Illustrator can be imported into Adobe Photoshop where students can create a promotional flier.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Do Nows • Reflections • Critiques • Key Terms Definitions and Sentences • Individual student check-ins with the teacher • Daily classwork activities	• Adobe Illustrator Logo Project • Letterhead Project • Business Card Project • Web Interface Project • Promotional Flier Project • Key Terms #1 Test	• Computer • Internet Access • Adobe CC Educational Suite • Key Terms #1 Test

Unit IV: Digital Art

Unit Summary

Students will learn how to create digital art using the computer. Students will first learn how to use the Photoshop painting tools to create a digital portrait. Students will then create art in the likes of Pablo Picasso. Students will research the life of Pablo Picasso. Students will also research the life of an LGBTQ+ artist and create digital art in that style.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Graphic Design II:*

- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.DA.2, 8.2.12.ED.1, 8.2.12.ED.4, 8.2.12.ED.5, 8.2.12.NT.1, 8.2.12.NT.2
- *2023 New Jersey Student Learning Standards: English Language Arts*
  - L.SS.11–12.1., L.VL.11–12.3., RI.CI.11–12.2., W.IW.11–12.2., SL.II.11–12.2., SL.UM.11–12.5.
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
  - 1.2.12acc.Cr1a-d, 1.2.12adv.Cr1a-c, 1.2.12acc.Cr2a-c, 1.2.12adv.Cr2a -b, 1.2.12acc.Cr3a-c, 1.2.12adv.Cr3a-b, 1.2.12acc.Pr5a-c, 1.2.12adv.Pr5a-c, 1.2.12acc.Re8a, 1.2.12adv.Re8a, 1.2.12acc.Cn10a-b, 1.2.12adv.Cn10a-b, 1.2.12acc.Cn11a-b, 1.2.12adv.Cn11a-b
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
  - 9.2.12.CAP.6, 9.2.12.CAP.8, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.DC.3, 9.4.12.DC.7, 9.4.12.TL.1, 9.4.12.TL.3, 9.4.12.TL.4, 9.4.12.IML.1, 9.4.12.IML.2

Unit Essential Questions	Unit Enduring Understandings
• How do the Adobe Photoshop painting tools work? • How is a digital portrait created? • How can digital art be created in the style of Pablo Picasso? • *Who are famous LGBTQ+ artists?	• Adobe Photoshop has powerful tools to create digital painting. These tools include the brush, pencil, burn, dodge and smudge tools. • One can use the Adobe Photoshop painting tools to create a digital portrait in Photoshop. • Pablo Picasso is one of the most famous painters of all time. He created a unique style of painting called Cubism. The Adobe Photoshop painting tools can help in the creation of a cubist painting in the style of Pablo Picasso. • *There are many LGBTQ+ artists and Adobe Photoshop can be used to create digital art in that artist's style.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Do Nows • Reflections • Critiques	• Digital Portrait Project • Picasso Project	• Computer • Internet Access • Adobe CC Educational Suite

• Key Terms Definitions and Sentences • Individual student check-ins with the teacher • Daily classwork activities	• LGBTQ+ Artist Research/Digital Art • Key Terms #2 Test	• Key Terms #2 Test

Unit V: 3-D Ornament Printing		
Unit Summary		
Students will study 3-D printing further and another opportunity to print out a 3-D object. This object will be a 3-D ornament. Students will be able to have their ornaments printed on a 3-D printer to take home.		
Standards/Core Ideas/Performance Expectations		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Graphic Design II:* • *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking* ○ 8.1.12.DA.2, 8.2.12.ED.1, 8.2.12.ED.4, 8.2.12.ED.5, 8.2.12.NT.1, 8.2.12.NT.2 • *2023 New Jersey Student Learning Standards: English Language Arts* ○ L.SS.11–12.1., L.VL.11–12.3., RI.CI.11–12.2., W.IW.11–12.2., SL.II.11–12.2., SL.UM.11–12.5. • *2020 New Jersey Student Learning Standards: Visual and Performing Arts* ○ 1.2.12acc.Cr1a-d, 1.2.12adv.Cr1a-c, 1.2.12acc.Cr2a-c, 1.2.12adv.Cr2a -b • *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills* ○ 9.2.12.CAP.6, 9.2.12.CAP.8, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.DC.3, 9.4.12.DC.7, 9.4.12.TL.1, 9.4.12.TL.3, 9.4.12.TL.4, 9.4.12.IML.1, 9.4.12.IML.2		
Unit Essential Questions	**Unit Enduring Understandings**	
• How does one create a 3-D ornament on Autodesk Fusion? • How can the 3-D ornament be printed on a 3-D printer?	• Autodesk Fusion will be used to create a 3-D ornament that can be hung on a doorknob, a hook, or a Christmas tree. • An STL file will be exported using Autodesk Fusion and will be loaded into the 3-D printer to be printed.	
Evidence of Learning		
Formative & Alternative Assessments: • Do Nows • Key Terms Definitions and Sentences • Individual student check-ins with the teacher • Daily classwork activities	**Benchmark & Summative Assessments:** • 3-D Ornament Project • Key Terms #3 Test	**Resources Needed:** • Computer • Internet Access • Autodesk Fusion • MakerBot Sketch 3-D Printer • Key Terms #3 Test

Unit VI: Graphic Design Styles
Unit Summary
Students will learn about graphic design styles over the last century. Famous graphic designers over the years will be explored and researched. Students will create a presentation about a famous graphic designer and their designs and then design graphics in that style. Students will also research how graphic design has helped shape the environmental movement and brought awareness to climate change. Students will create presentations showing the different visual communications campaigns focusing on environmental awareness and climate change over the years.
Standards/Core Ideas/Performance Expectations
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Graphic Design II:* • *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking* ○ 8.1.12.DA.2, 8.2.12.ED.1, 8.2.12.ED.4, 8.2.12.ED.5, 8.2.12.NT.1, 8.2.12.NT.2 • *2023 New Jersey Student Learning Standards: English Language Arts* ○ L.SS.11–12.1., L.VL.11–12.3., RI.CI.11–12.2., W.IW.11–12.2., SL.II.11–12.2., SL.UM.11–12.5. • *2020 New Jersey Student Learning Standards: Visual and Performing Arts*

- 1.2.12acc.Cr1a-d, 1.2.12adv.Cr1a-c, 1.2.12acc.Cr2a-c, 1.2.12adv.Cr2a -b, 1.2.12acc.Cr3a-c, 1.2.12adv.Cr3a-b, 1.2.12acc.Pr5a-c, 1.2.12adv.Pr5a-c, 1.2.12acc.Re7a-b, 1.2.12adv.Re7a-b, 1.2.12acc.Re8a, 1.2.12adv.Re8a, 1.2.12acc.Cn10a-b, 1.2.12adv.Cn10a-b, 1.2.12acc.Cn11a-b, 1.2.12adv.Cn11a-b

- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
  - 9.2.12.CAP.6, 9.2.12.CAP.8, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.DC.3, 9.4.12.DC.7, 9.4.12.TL.1, 9.4.12.TL.3, 9.4.12.TL.4, 9.4.12.IML.1, 9.4.12.IML.2

Unit Essential Questions	Unit Enduring Understandings

• Who are famous graphic designers over the last century?
• How has graphic design changed over the years?
• How can one create a design in a specific graphic design style?
• *How has graphic design shaped the environmental movement and climate change through visual communications?
	• Famous graphic designers include David Carson, Paul Rand, Milton Glaser, Chip Kidd, Saul Bass, Jessica Walsh, Paula Scher and many more.
	• There have been many graphic design styles that have developed over the years. They are:
	  ○ Victorian: 1837 - 1901
	  ○ Arts & Craft:1880 - 1910
	  ○ Art Nouveau: 1890 - 1920
	  ○ Futurism: 1900 - 1930s
	  ○ Art Deco: 1920 -1940s
	  ○ Heroic Realism: 1900 - 1940s
	  ○ Early Modern: 1910 - 1935
	  ○ Late Modern: 1945 - 1960
	  ○ American Kitsch: 1950s
	  ○ Swiss/International: 1940s - 1980s
	  ○ Psychedelic: 1960s
	  ○ Postmodern: 1970s - 1980s
	  ○ Grunge: 2000s - 2010s
	  ○ Flat: 2010 - Present
	• A designer can research a particular graphic design style from history and use that style for inspiration when creating a design.
	• *Visual communication is very important when launching a public relations campaign. This is no different with climate change and the ongoing environmental movement.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Do Nows • Reflections • Critiques • Key Terms Definitions and Sentences • Individual student check-ins with the teacher • Daily classwork activities	• Famous Graphic Designer Presentation • Graphic Design Styles Project • Climate Change Graphic Design Presentation • Key Terms #4 Test	• Computer • Internet Access • Adobe CC Educational Suite • Key Terms #4 Test

Unit VII: Animation

Unit Summary

Students will trace the origins and early history of the art of animation. Students will explore how the eye and brain process moving images. The differences between past animation techniques and current animation technologies will be explored. Students will understand the differences between various types of animation. Students will use the important functions of 2D animation software to create their own animations. They will then apply graphical tools to improve the digital animations and drawings before learning to export the videos to share with the world.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Graphic Design II:*

- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.DA.2, 8.2.12.ED.1, 8.2.12.ED.4, 8.2.12.ED.5, 8.2.12.NT.1, 8.2.12.NT.2

- *2023 New Jersey Student Learning Standards: English Language Arts*
  - L.SS.11–12.1., L.VL.11–12.3., RI.CI.11–12.2., W.IW.11–12.2., SL.II.11–12.2., SL.UM.11–12.5.
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
  - 1.2.12acc.Cr1a-d, 1.2.12adv.Cr1a-c, 1.2.12acc.Cr2a-c, 1.2.12adv.Cr2a -b, 1.2.12acc.Cr3a-c, 1.2.12adv.Cr3a-b, 1.2.12acc.Pr5a-c, 1.2.12adv.Pr5a-c, 1.2.12acc.Re7a-b, 1.2.12adv.Re7a-b, 1.2.12acc.Re8a, 1.2.12adv.Re8a, 1.2.12acc.Cn10a-b, 1.2.12adv.Cn10a-b, 1.2.12acc.Cn11a-b, 1.2.12adv.Cn11a-b
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
  - 9.2.12.CAP.6, 9.2.12.CAP.8, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.DC.3, 9.4.12.DC.7, 9.4.12.TL.1, 9.4.12.TL.3, 9.4.12.TL.4, 9.4.12.IML.1, 9.4.12.IML.2

Unit Essential Questions	Unit Enduring Understandings
• How does a student create an animation using Adobe Photoshop? • How does a student export an animation to a file to be viewed over the Internet? • What is the design process to bring an animation from idea to theater? • What are kinematics and animatics and why/how are they essential to graphic design? • What are the key departments in an animation studio?	• The animation panel and timeline can be used to create animations in Adobe Photoshop. Frame-by-frame animations can be created by using a timeline with different graphical elements. • A GIF file can be exported using Adobe Photoshop. This will display the animation in any web browser and in other programs. • The major components of pre-production are: brainstorming, scripting, concept art, storyboarding, and pre-visualization. • The major components of production steps are: layout, modeling, texturing, lighting, rigging, animation, rendering, and voice-over. • The three main stages of post-production are: compositing, sound editing, and video editing. • Animatics is the process of storyboarding a plan for an animation while kinematics is the process of bringing the motion to life. • Animation studios consist of: 3D design, scriptwriters, sound designers, Directors, and motion graphic designers, among other departments.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Do Nows • Reflections • Critiques • Key Terms Definitions and Sentences • Individual student check-ins with the teacher • Daily classwork activities	• Animation Design Process Research • RFH Animation Project • Ten Frame Animation Project • Key Terms #5 Test	• Computer • Internet Access • Adobe CC Educational Suite • Key Terms #5 Test

Unit VIII: Final Design Portfolio

Unit Summary

At the conclusion of *Graphic Design II*, students will be required to organize and catalog their best projects from the semester. Students will write reflections for each piece and document all of the concepts and skills they learned throughout the semester. Students will be taught how it is essential for graphic designers to keep a portfolio of their work to display at a job interview or to gain new clients as a freelance designer. Students will include their best work from *Graphic Design I* as well to have a thorough and complete Graphic Design Portfolio.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Graphic Design II:*

- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.DA.2, 8.2.12.ED.1, 8.2.12.ED.4, 8.2.12.ED.5, 8.2.12.NT.1, 8.2.12.NT.2
- *2023 New Jersey Student Learning Standards: English Language Arts*
  - L.SS.11–12.1., L.VL.11–12.3., RI.CI.11–12.2., W.IW.11–12.2., SL.II.11–12.2., SL.UM.11–12.5.
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
  - 1.2.12acc.Re7a-b, 1.2.12adv.Re7a-b, 1.2.12acc.Re9a, 1.2.12adv.Re9a, 1.2.12acc.Cn10a-b, 1.2.12adv.Cn10a-b

- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
  - 9.2.12.CAP.6, 9.2.12.CAP.8, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.DC.3, 9.4.12.DC.7, 9.4.12.TL.1, 9.4.12.TL.3, 9.4.12.TL.4, 9.4.12.IML.1, 9.4.12.IML.2

Unit Essential Questions	Unit Enduring Understandings
• What is a design portfolio? • Why is it important to keep a design portfolio? • What are the concepts and skills that I learned this semester?	• A design portfolio is used by designers to showcase their work to potential employers, teachers, other graphic designers, and design contests. • It is important for graphic designers to keep examples of their work in a portfolio to help them show their best work to others and to gain employment and design jobs in the future. • Listing the design concepts used for each design piece will help the teacher understand how well the students learned the class material and how well they used them in their designs.

Evidence of Learning		
Formative & Alternative Assessments: • Do Nows • Project reflections and critiques • Key Terms Definitions and Sentences • Individual student check-ins with the teacher • Daily classwork activities	**Benchmark & Summative Assessments:** • Final Design Portfolio Presentations	**Resources Needed:** • Adobe CC Suite • Computer/Internet Access • TV Display to view presentations

Section IX: Unit Reflection

The *Graphic Design II* instructional team must confer upon the completion of each instructional unit in the *Graphic Design II* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the curriculum.

Unit Reflection Form: *Graphic Design II*			
Lesson Activities:	**Strongly**	**Moderately**	**Weakly**
Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills;			
Are challenging and require higher-order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			

Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends <u>across</u> the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)