

Wayne

Township Public Schools

Applied Technology

11-12

Graphic Occupations

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Trish Noll

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Applied Technology 11-12 Graphic Occupations
Unit Plan Title:	Graphic Design Occupations is the study of visual reproduction processes. Students will begin to develop advanced skills through the participation in activities which simulate realistic experiences in the field of visual communications. The areas covered include design, composition, desktop publishing, reproduction photography, image and text manipulation and bindery techniques. Graphic Design Occupations is for students who have selected the graphics industry as a career goal. The course meets for 10 periods per week and offers 10 credits. It is recommended that the student complete Graphic Design I prior to taking this course.
Time Frame	36 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

1.2 Media Arts Standards — Anchor Standard 1: Generating and conceptualizing ideas.
 1.2 Media Arts Standards — Anchor Standard 2: Organizing and developing ideas.
 1.2 Media Arts Standards — Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Overview

- A. Orientation to class
 - 1. Independent nature of lab
 - 2. Student selection of area of study
 - 3. Proposal writing/logs
 - 4. School rules/Lab rules
 - 5. Emergency procedures, fire exits and evacuations
 - 6. Clean up procedures/storage assignments
 - 7. Presentation of final work
- B. Lab ergonomics and safe practices

1. Lab layout
2. Computer ergonomics
- C. Problem Solving Techniques
 1. Defining problems
 2. Setting goals, preparing a log, recording information
 3. Research/recording information/analysis of research
 4. Developing alternatives
 5. Choosing the best solution and justifying that solution
 6. Preparing a proposal and implementing solutions
 7. Testing and evaluating
 8. Redesigning and reevaluating
- D. Layout and design procedures
 1. Elements of design
 2. Layout requirements/tools and materials
 3. Critiquing and marking up the layouts for revision
 4. Planning the multipage "dummy"
 5. Layout for color
- E. Job estimation
 1. Materials
 2. Costs
 3. Time
- F. Bindery procedures
 1. Cutting
 2. Folding
 3. Stapling and padding
- G. Ethical Issues
 1. Legal restrictions
 - a. Copyrights
 - b. Trademarks
 - c. Patents
 2. Current issues
 3. Private domain vs public domain
 4. Legal rights to creative ideas
- H. Educational Opportunities in Graphic Design
 1. Research of institutions offering advanced study
 2. Requirements
 3. Interviews
- I. Desktop Publishing - Student Management
 1. Computer operating system
 2. Software selection
 3. Font management and file conversion
 4. Image management and file conversion
 5. Personal file management

J. Desktop Publishing - Hardware Utilization

1. Memory
2. Compatibility between platforms
3. Choosing appropriate output devices and media

K. Desktop Publishing - Software Utilization

1. Word processing and page layout (PageMaker©, InDesign©)
2. Illustration and painting (Illustrator©)
3. Photo manipulation (Photoshop©)
4. Web page design (GoLive!©)
5. Animation
6. PDF universal format

L. Printing techniques, procedures and troubleshooting

1. Current formats
2. Printing on Demand
3. Future of printing

M. Portfolio development

1. Purpose of a portfolio
2. Research portfolio requirements
3. Preparation of artwork
4. Portfolio assembly
 - a. Traditional
 - b. Electronic

Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1

1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.

1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.

1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.12acc.Cr1c: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.

1.2.12acc.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.12acc.Cr2b: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.

1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a selection of tools and production processes.

1.2.12acc.Pr5a: Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

1.2.12acc.Pr5b: Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts

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

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Career Readiness, Life Literacies, and Key Skills - Standard 9

Demonstrate creativity and innovation

Utilize critical thinking to make

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.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8)

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.)

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

Intended Outcomes - {Essential Questions}

- What is Layout and design relating to graphic design?
- Why is Job estimation important to know as a designer?
- What type of Bindery procedures are there?
- How does copyright and fair use play a part in graphic design?
- What are Educational Opportunities/careers in Graphic Design?
- What software will be utilized in Industry or in College for Graphic Design?
- What is included in a design Portfolio ?

Enduring Understandings

- How the elements of design, layout creation, critiquing, and revisions help to build a successful design.
- How does Materials, Costs, and Time factor into creating an estimate for a job?
- A traditional and electronic portfolio enables students to showcase their work for college, and careers.
- Incorporate the rules for copyright and fair use into project assignments
- How to incorporate Graphics knowledge into a career path with education, or part-time work.
- The types of book binding, and materials.
- Which software is necessary for Graphic Design?

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
	Global Awareness	ETA	Creativity and Innovation
	Environmental Literacy	ETA	Critical Thinking and Problem Solving
	Health Literacy	ETA	Communication
	Civic Literacy	ETA	Collaboration
x	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Select an area within graphic design for specialization and the acquisition of in-depth skills.
- Perform specific tasks related to the pre-production of a printed job.
- Develop proper attitudes and work habits related to the graphic design industry.
- Work as an individual and as a member of a group in the design of visual printed materials.
- Develop skills, proficiencies and related technical information necessary to continue in a post secondary program of study in graphic design.
- Apply skills learned in problem solving situations.
- Develop proper attitudes and work habits related to the graphics industry
- Prepare a series of instructional materials related to ergonomics and safe work attitudes and habits in the various areas of graphic design.
- Apply advanced skills acquired to prepare a series of instructional materials related to software techniques and procedures.
- Investigate career trends, opportunities, and choices consistent with personal interests and capabilities.
- Research and discuss innovations in the graphics industry. (ex. typeface design and designers, equipment innovations, processes and procedures, trends, etc.)
- Identify an area of graphic design in which to develop specific skills and apply technical information. (ex. newspaper and page layouts, ad posters and programs for dramatic productions, graphics for television etc.
- Utilize desktop publishing software to generate graphic images incorporating original artwork, text, stock and scanned images.
- Explore advanced graphics techniques by building upon basic concepts learned in G D I& II.
- Assemble both a traditional and digital portfolio of work for presentation.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Homework, reading assignments and preliminary exercises Written tests and quizzes
- Performance tests
- Instructor assigned and student initiated projects Cooperative activities
- Skills application
- Individual Project Proposals Daily Activity Log Sheets
- Final Exam Assessment Projects

Teaching and Learning Activities

Activities

Graphic Design Occupations will engage students in a variety of in-depth and advanced activities related specifically to professional commercial design techniques. Students will learn to manage time and meet deadlines while completing assignments within a studio

	<p>atmosphere. Cooperative learning experiences utilizing the team approach to problem solving will be stressed. Emphasis will be placed upon career decision making and the development of a traditional and electronic portfolio.</p>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
<p><i>Windows</i></p>	
<p>Resources</p>	
<ul style="list-style-type: none"> ● Adobe Creative Cloud Software ● Clair, Kate. A Typographic Workbook. New York, NY: John Wiley and Sons, 1999. ● Inside Illustrator. Rochester, NY: Element K Journals, a division of Element K Press LLC, 2002. ● Mac Addict, Brisbane, CA: Future Network USA. ● McClelland, Deke. Look and Learn Photoshop. Foster City, CA: IDG Books Worldwide, Inc., 2001. ● Photoshop Fundamentals. Rochester, NY: Element K Journals, a division of Element K Press LLC, 2003. ● Step Inside Design. New York, NY: The Dynamic Graphics Group. ● Williams, Robin and Tollett, John. Design Workshop. Berkeley, CA: Peachpit Press, 2001. 	