

Graphic Arts II
Revised UBD Curriculum
Egg Harbor Township High School
Industrial Arts Department

CTE



Career and Technical Education

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DISTRICT MISSION STATEMENT

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and everyday society.

CAREER AND TECHNICAL EDUCATION

Mission:

New Jersey's Office of Career and Technical Education seeks to prepare students for career opportunities of the 21st century, succeed as global citizens and support healthy economic growth for New Jersey. Career and Technical Education prepares students to succeed as global citizens for career opportunities for the 21st Century and to support healthy economic growth within the state.

INTRODUCTION

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions*, *unit assessments*, and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?

WHAT IS UNDERSTANDING BY DESIGN?

"Backward design" is an increasingly common approach to planning curriculum and instruction. As its name implies, "backward design" is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions

need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

INTENT OF THE GUIDE

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

Graphic Arts 2 - Power Standards

Standard Number	Standard
Marking Period 1	
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
9.3.12.AR.2	Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
Marking Period 2	
9.3.12.AC-CST.9	Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish project goals.
9.3.12.AR-PRT.2	Demonstrate the production of various print, multimedia or digital media products
9.3.12.AR-PRT.3	Perform finishing and distribution operations related to the printing process.
Marking Period 3	
9.3.MN-HSE.4	Evaluate a system of health, safety and/or environmental programs, projects, policies or procedures to determine compliance
CRP11	Use technology to enhance productivity.
9.3.12.AR.4	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
Marking Period 4	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
NJSLSA.SL5	Make strategic use of digital media and visual displays of data to

	express information and enhance understanding of presentations.
9.3.12.AR-PRT.2	Demonstrate the production of various print, multimedia or digital media products.

Unit Name: Safety

Time Frame: 1 Week

Author: Industrial Technology Committee

UNIT

Subject: Safety in Graphic Arts

Country: U.S.A.

Course/Grade: Graphic Arts I

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

Safety and Health

UNIT RESOURCES

Graphic Communication Textbook

Internet Resource Links:

- Make Your Mark: www.makeyourmark.org
- Virtual Museum printing press: www.imulitmedia.pt/museuvirtpress/index_i.html
- GAIN—Graphic Arts Information Network: www.gain.net/eweb/startpage.aspx
- Graphic Arts Online: ww.graphicartsonline.com
- Graphic Arts Education and Research foundation: www.gaerf.org
- Graphic Communications Central: <http://teched.vt.edu/GCC>
- International Graphic Arts Education Association, Inc.: www.igaea.org
- GreenPrint: www.printgreener.com

STAGE ONE

GOALS AND STANDARDS:

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

CRP2 - Apply appropriate academic and technical skills

CRP11 - Use technology to enhance productivity.

CRP6 - Demonstrate creativity and innovation.

9.3.12.AR.2 - Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR.3 - Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

9.3.12.AR.4 - Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

9.3.12.AR.5 - Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

9.3.12.AR.6 - Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

ENDURING UNDERSTANDING:

Safety is important in audio/visual communication

ESSENTIAL QUESTIONS

- Why is Safety Important in Graphic Arts Room?
- How do we Work in safe matter Graphic Communication?
- How can safety be compromised in graphic communications

KNOWLEDGE AND SKILLS

- Develop an understanding of Safety in the Graphic Arts room.
- How to use Safety in Graphic Arts Room while working on projects.
- Explain the importance of machine guards and personal protection.
- Apply the safe handling of materials, tool, and equipment, as well as proper techniques for lifting.
- Identify the correct handling, storage, and disposal of chemicals and other materials.
- Summarize an ergonomically correct computer workstation.

STAGE TWO

PERFORMANCE TASKS

- The students will review a safety presentation for using various equipment in the Graphic Arts classroom.
- The students will complete a safety test for each of the machines in the Graphic Arts classroom.

OTHER

- Classroom Assignments
- Test
- Lab Projects / Class activities
- Formative / Summative Assessments on the safety unit

STAGE THREE

LEARNING PLAN

Reading and Discussing the chapter on Safety and Health, to develop a understanding the importance of Safety and Health, and the ways we use it.

Using the checklist in this chapter, inspect the graphic arts Classroom or lab.

Select a specific piece of equipment and make a safety checklist.

Check the location of fire extinguishers within the graphic arts classroom.

What is the maximum legal weight to be lifted by a person?

Demonstrate the proper way to lift an object.

Choose a liquid that is used in the laboratory, and find the Material Safety Data Sheet of the materials on the internet. Report on the hazards listed for your consideration.

Worksheet and Quiz on Safety and Health.

Unit Name: Color Management

Time Frame: 1 week

Author: Industrial Technology Committee

UNIT

Subject: Color Management

Country: U.S.A.

Course/Grade: Graphic Arts 2

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

Color Management

UNIT RESOURCES

Graphic Communication Textbook

Internet Resource Links:

- Make Your Mark: www.makeyourmark.org
- Virtual Museum printing press: www.imulitmedia.pt/museuvirtpress/index_i.html
- GAIN—Graphic Arts Information Network: www.gain.net/eweb/startpage.aspx
- Graphic Arts Online: www.graphicartsonline.com
- Graphic Arts Education and Research foundation: www.gaerf.org
- Graphic Communications Central: <http://teched.vt.edu/GCC>
- International Graphic Arts Education Association, Inc.: www.igaea.org
- GreenPrint: www.printgreener.com

STAGE ONE

GOALS AND STANDARDS

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

CRP2 - Apply appropriate academic and technical skills

CRP11 - Use technology to enhance productivity.

CRP6 - Demonstrate creativity and innovation.

9.3.12.AR.2 - Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR.3 - Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

9.3.12.AR.4 - Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

ENDURING UNDERSTANDING:

Color conveys messages and can create a sense of emotion or mood. The mood can vary depending on different color combinations.

ESSENTIAL QUESTIONS

- What is Color Management?
- How do we work using Color Management in Graphic Communication?

KNOWLEDGE AND SKILLS

- Give several examples of color standards adopted by the graphic communication industry and explain how they are used.
- Explain how color management system (CMS) regulates color conversion through the workflow.
- Explain several method used for color separation and correction.
- Explain trapping and list conventional and electronic methods.
- Explain The various screening method used in graphic arts.
- Explain how color may be affected in the preflighting stage.
- Recall the importance of ensuring ink colors are used correctly.

STAGE TWO

PERFORMANCE TASKS

- Students will create a program cover for a local play or high school event using various color techniques and process color printing.
- Students will create a multicolor screen printing project for production of a tangible item such as shirt, hat, or mousepad for final print.

OTHER EVIDENCE

- Test
- Homework / Classroom Assignments
- Lab Projects / Class activities
- Formative / Summative Assessments

STAGE THREE

LEARNING PLAN

Reading and Discussing the chapter on how to use color management, to develop a understanding the importance of designing use color management, and the ways we use them.

Using the checklist in this area of computer learning, and relate it to projects.

Select a specific color management and learn about them.

Check the location of where to get to the color management in our computers.

What is the right way to use color management to make a project?

Demonstrate an understanding of how to use color management properly.

Learning how to choose the proper setting for color management when working on a project .

Worksheet and Quiz on color management.

Unit Name: Color Science, Vision, and Space

Time Frame: 1 week

Author: Industrial Technology Committee

UNIT

Subject: Color Science, Vision, and Space

Country: U.S.A.

Course/Grade: Graphic Arts II

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

Color Science, Vision, and Space

UNIT RESOURCES

Graphic Communication Textbook

Internet Resource Links:

- Make Your Mark: www.makeyourmark.org
- Virtual Museum printing press: www.imulitmedia.pt/museuvirtpress/index_i.html
- GAIN—Graphic Arts Information Network: www.gain.net/eweb/startpage.aspx
- Graphic Arts Online: www.graphicartsonline.com
- Graphic Arts Education and Research foundation: www.gaerf.org
- Graphic Communications Central: <http://teched.vt.edu/GCC>
- International Graphic Arts Education Association, Inc.: www.igaea.org
- GreenPrint: www.printgreener.com

STAGE ONE

GOALS AND STANDARDS

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

CRP2 - Apply appropriate academic and technical skills

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP11 - Use technology to enhance productivity.

CRP6 - Demonstrate creativity and innovation.

9.3.12.AR.2 - Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR.3 - Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

Enduring Understanding:

The balance between positive and negative space and color balance to get the human eye to focus on print advertisements.

ESSENTIAL QUESTIONS

- What is Color Science, Vision, and Space?
- How do we Work using Color Science, Vision, and Space in Graphic Communication?

KNOWLEDGE AND SKILLS

- Explain the basic principles of visible light.
- Recall various color space and organization methods.
- Summarize the characteristics of both additive color formation and subtractive color formation.
- Explain the basic principles of color separation.
- Recall various color measurement instruments and explain the use of each.
- Identify the parts of the human eyes and recall the function of each.
- Understand the importance of proper lighting and its effect on the captured image.

STAGE TWO

PERFORMANCE TASKS

- The students will identify team colors for the NFL, NBA, ABL to identify color balance and the choice of team colors that contrast each other on the color wheel.
- The students will work with a client (FBLA or the Academy of Law and Business) to create a flyer for the club or academic group using color Science, Vision, and space.

OTHER EVIDENCE

- Test
- Homework / Classroom Assignments
- Lab Projects / Class activities
- Formative / Summative Assessments

STAGE THREE

LEARNING PLAN

Reading and Discussing the chapter on how to use Color Science, Vision and Space, to develop a understanding the importance of designing using Color Science, Vision and Space, and the ways we use them.

Using the checklist in this area of computer learning, and relate it to projects.

Select a Color Science, Vision and Space and learn about them.

Check the location of where to get to the adobe Indesign in our computers.

What is the right Color Science, Vision and Space to make a project?

Demonstrate an understanding of how to use Color Science, Vision and Space .

Learning how to choose the proper Color Science, Vision and Space for the project being worked on.

Worksheet and Quiz on Color Science, Vision and Space.

Unit Name: Adobe CS6 Illustrator

Time Frame: 2 weeks

Author: Industrial Technology Committee

UNIT

Subject: Adobe CS6 Illustrator

Country: U.S.A.

Course/Grade: Graphic Arts II

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

Adobe CS6 Program: Illustrator

UNIT RESOURCES

Graphic Communication Textbook

Internet Resource Links:

- Make Your Mark: www.makeyourmark.org
- Virtual Museum printing press: www.imulitmedia.pt/museuvirtpress/index_i.html
- GAIN—Graphic Arts Information Network: www.gain.net/eweb/startpage.aspx
- Graphic Arts Online: www.graphicartsonline.com
- Graphic Arts Education and Research foundation: www.gaerf.org
- Graphic Communications Central: <http://teched.vt.edu/GCC>
- International Graphic Arts Education Association, Inc.: www.igaea.org
- GreenPrint: www.printgreener.com

STAGE ONE

GOALS AND STANDARDS:

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

CRP2 - Apply appropriate academic and technical skills

CRP11 - Use technology to enhance productivity.

CRP6 - Demonstrate creativity and innovation.

9.3.12.AR.2 - Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR.3 - Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

Enduring Understanding:

Adobe Illustrator is a design program where you can modify text and images. Images are created to vector images for minute manipulation and re-drawing. Illustrator can work in one layer or multiple layers.

ESSENTIAL QUESTIONS:

- What is Adobe CS6 Illustrator?
- How do we Work using Adobe CS6 Illustrator in Graphic Communication?

KNOWLEDGE AND SKILLS

- Develop an understanding of how to use Adobe computer programs in Graphic Arts room.
- How we use Adobe Illustrator in Graphic Arts Room while working on projects.

STAGE TWO

PERFORMANCE TASKS

- Students will create a magazine advertisement or a single page website layout where they have to use an existing company or create a product for a company to market a product or service
- Students will take their Adobe Photoshop images where they create the design or Logo of a shirt and use illustrator to add and manipulate layers to create a multicolor t-shirt or logo design.

OTHER EVIDENCE

- Test

- Homework / Classroom Assignments
- Lab Projects / Class activities
- Formative / Summative Assessments

STAGE THREE

LEARNING PLAN

Reading and Discussing the chapter on how to use Adobe Photoshop, to develop a understanding the importance of designing use Adobe programs, and the ways we use them.

Using the checklist in this area of computer learning, and relate it to projects.

Select a specific Adobe Illustrator and learn about them.

Check the location of where to get to the adobe Illustrator in our computers.

What is the right Adobe Illustrator to make a project?

Demonstrate an understanding of how to use Adobe Illustrator.

Learning how to choose the proper Adobe Illustrator for the project being worked on.

Worksheet and Quiz on Adobe programs.

Unit Name: Indesign

Time Frame: 2 weeks

Author: Industrial Technology Committee

UNIT

Subject: Adobe CS6 Indesign

Country: U.S.A.

Course/Grade: Graphic Arts II

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

Adobe CS6 Program: Indesign

UNIT RESOURCES

Graphic Communication Textbook

Internet Resource Links:

- Make Your Mark: www.makeyourmark.org
- Virtual Museum printing press: www.imulitmedia.pt/museuvirtpress/index_i.html
- GAIN—Graphic Arts Information Network: www.gain.net/eweb/startpage.aspx
- Graphic Arts Online: www.graphicartsonline.com
- Graphic Arts Education and Research foundation: www.gaerf.org
- Graphic Communications Central: <http://teched.vt.edu/GCC>
- International Graphic Arts Education Association, Inc.: www.igaea.org
- GreenPrint: www.printgreener.com

STAGE ONE

GOALS AND STANDARDS

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

CRP2 - Apply appropriate academic and technical skills

CRP11 - Use technology to enhance productivity.

CRP6 - Demonstrate creativity and innovation.

9.3.12.AR.2 - Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR.4 - Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

ENDURING UNDERSTANDING:

Indesign is a pagination program designed for doing books, program covers, yearbooks, business cards, and other print publications.

ESSENTIAL QUESTIONS

- What is Adobe CS6 Indesign?
- How do we Work using Adobe CS6 Indesign in Graphic Communication?

KNOWLEDGE AND SKILLS

- Develop an understanding of how to use Adobe computer programs in Graphic Arts room.
- How we use Adobe Indesign in Graphic Arts Room while working on projects.

STAGE TWO

PERFORMANCE TASKS

- The students will create a template for 12 up business cards. The students will select images manipulated in the photoshop program to add an image and corresponding text to the business card.
- Students will create a template for a birthday card, menu, or holiday invitation to be included in their Adobe portfolio. The students will add their product design and written reflection to Google Sites.

OTHER EVIDENCE

- Test
- Homework / Classroom Assignments

- Lab Projects / Class activities
- Formative / Summative Assessments

STAGE THREE

LEARNING PLAN

Reading and Discussing the chapter on how to use Adobe Indesign, to develop a understanding the importance of designing use Adobe programs, and the ways we use them.

Using the checklist in this area of computer learning, and relate it to projects.

Select a specific Adobe Indesign and learn about them.

Check the location of where to get to the adobe Indesign in our computers.

What is the right Adobe Indesign to make a project?

Demonstrate a understanding of how to use Adobe Indesign.

Learning how to choose the proper Adobe Indesign for the project being worked on.

Worksheet and Quiz on Adobe programs.

Unit Name: Adobe CS6 Photoshop

Time Frame: 3 weeks

Author: Industrial Technology Committee

UNIT

Subject: Adobe CS6 Photoshop

Country: U.S.A.

Course/Grade: Graphic Arts II

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

Adobe CS6 Program: Indesign, Photoshop, Illustrator

UNIT RESOURCES

Graphic Communication Textbook

Internet Resource Links:

- Make Your Mark: www.makeyourmark.org
- Virtual Museum printing press: www.imulitmedia.pt/museuvirtpress/index_i.html
- GAIN—Graphic Arts Information Network: www.gain.net/eweb/startpage.aspx
- Graphic Arts Online: www.graphicartsonline.com
- Graphic Arts Education and Research foundation: www.gaerf.org
- Graphic Communications Central: <http://teched.vt.edu/GCC>
- International Graphic Arts Education Association, Inc.: www.igaea.org
- GreenPrint: www.printgreener.com

STAGE ONE

GOALS AND STANDARDS

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

CRP2 - Apply appropriate academic and technical skills

CRP11 - Use technology to enhance productivity.

CRP6 - Demonstrate creativity and innovation.

9.3.12.AR.2 - Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR.3 - Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

9.3.12.AR.4 - Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

ENDURING UNDERSTANDING:

Photoshop is a photo editing program designed to support the conversion and manipulation of photos to various formats for web or print. The program can be used in conjunction with other Adobe programs.

ESSENTIAL QUESTIONS

- What is Adobe CS6 Photoshop?
- How do we Work using Adobe CS6 Photoshop in Graphic Communication?

KNOWLEDGE AND SKILLS

- Develop an understanding of how to use Adobe computer programs in Graphic Arts room.
- How we use Adobe Photoshop in Graphic Arts Room while working on projects.

STAGE TWO

PERFORMANCE TASKS

- The students will locate a low resolution, free-to-use, photo from a Google image search. They will change coloring by using the curves tool, resize the image, and bring the image to a 600 DPI from 72 DPI for quality resolution. The final image product will be added to their portfolio.
- The students locate a hand-drawn image or use an image they have taken, convert the image to black and white using the pointer to convert the image. The students will use threshold to convert the image into black and white. The final image product will be added to their portfolio.

OTHER EVIDENCE

- Test
- Homework / Classroom Assignments
- Lab Projects / Class activities
- Formative / Summative Assessments

STAGE THREE

LEARNING PLAN

Reading and Discussing the chapter on how to use Adobe Photoshop, to develop a understanding the importance of designing use Adobe programs, and the ways we use them.

Using the checklist in this area of computer learning, and relate it to projects.

Select a specific Adobe Photoshop and learn about them.

Check the location of where to get to the adobe Photoshop in our computers.

What is the right Adobe Photoshop to make a project?

Demonstrate an understanding of how to use Adobe Photoshop .

Learning how to choose the proper Adobe Photoshop for the project being worked on.

Worksheet and Quiz on Adobe programs.

Unit Name: Digital Prepress

Time Frame: 2 weeks

Author: Industrial Technology Committee

UNIT

Subject: Design and Layout

Country: U.S.A.

Course/Grade: Graphic Arts II

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

Digital Prepress

UNIT RESOURCES

Graphic Communication Textbook

Internet Resource Links:

- Make Your Mark: www.makeyourmark.org
- Virtual Museum printing press: www.imulitmedia.pt/museuvirtpress/index_i.html
- GAIN—Graphic Arts Information Network: www.gain.net/eweb/startpage.aspx
- Graphic Arts Online: www.graphicartsonline.com
- Graphic Arts Education and Research foundation: www.gaerf.org
- Graphic Communications Central: <http://teched.vt.edu/GCC>
- International Graphic Arts Education Association, Inc.: www.igaea.org
- GreenPrint: www.printgreener.com

STAGE ONE

GOALS AND STANDARDS

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8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

CRP2 - Apply appropriate academic and technical skills

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP11 - Use technology to enhance productivity.

CRP6 - Demonstrate creativity and innovation.

9.3.12.AR.2 - Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR.3 - Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

ENDURING UNDERSTANDING:

Pre-press is completed by first proofing images to ensure quality. Images are first manipulated in black and white before preparing a photo for color print.

ESSENTIAL QUESTIONS:

- What is Design and Layout?
- How do we Work using Design and Layout in Graphic Communication?

KNOWLEDGE AND SKILLS:

- Develop an understanding of how to use Digital Prepress in Graphic Arts room.
- How we use Digital Prepress in Graphic Arts Room while working on projects.
- Identify different computer platforms.
- Explain the characteristics of different types of storage devices.
- Differentiates between various output devices.
- Explain the processes used in text and graphic preparation.
- Summarize the features of page composition programs.
- Identify the techniques used in creating digital design files.
- Explain the proofreading process.
- Explain the preflighting process.
- Compare types of production proofs.
- Explain digital prepress workflow.

STAGE TWO

PERFORMANCE TASKS

- The students will create the FBLA activity flyer in black and white for proofing by teacher, advisor, and administrator. The students will use the eColor printer to create large posters for display after proofing is completed.

- The students will create the theater Fall drama and Spring musical program cover to be proofed by theater director and committee. Students will redesign and make edits before sending the final program to production and color print.

OTHER EVIDENCE

- Test
- Homework/Classroom Assignments
- Lab Projects/Class activities
- Formative/ Summative Assessments

STAGE THREE

LEARNING PLAN

Reading and Discussing the chapter on how to use Adobe Indesign, to develop a understanding the importance of designing use Adobe programs, and the ways we use them.

Using the checklist in this area of computer learning, and relate it to projects.

Select a specific Adobe Indesign and learn about them.

Check the location of where to get to the adobe Indesign in our computers.

What is the right Adobe Indesign to make a project?

Demonstrate a understanding of how to use Adobe Indesign .

Learning how to choose the proper Adobe Indesign for the project being worked on.

Worksheet and Quiz on Adobe programs.

Unit Name: Dye Sublimation Printing

Time Frame: 18 - 24 Weeks

Author: Industrial Technology Committee

UNIT

Subject: Dye Sublimation Printing Country: U.S.A.

Course/Grade: Graphic Arts 2 State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

Dye Sublimation printing

UNIT RESOURCES

Graphic Communication Textbook

Internet Resource Links:

- Make Your Mark: www.makeyourmark.org
- Virtual Museum printing press: www.imulitmedia.pt/museuvirtpress/index_i.html
- GAIN—Graphic Arts Information Network: www.gain.net/eweb/startpage.aspx
- Graphic Arts Online: www.graphicartsonline.com
- Graphic Arts Education and Research foundation: www.gaerf.org
- Graphic Communications Central: <http://teched.vt.edu/GCC>
- International Graphic Arts Education Association, Inc.: www.igaea.org
- GreenPrint: www.printgreener.com

STAGE ONE

GOALS AND STANDARDS:

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

CRP2 - Apply appropriate academic and technical skills

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP11 - Use technology to enhance productivity.

CRP6 - Demonstrate creativity and innovation.

9.3.12.AR.2 - Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

ENDURING UNDERSTANDING:

Dye sublimation is a full color processing using a decal process while applying heat and pressure.

ESSENTIAL QUESTIONS:

- What is Dye Sublimation printing?
- How do we work using dye sublimation printing in graphic communication?

KNOWLEDGE AND SKILLS:

- Recall various applications of projects.
- Identify proper time frames.
- Recall the qualities of a goodwork.
- Explain how to complete a project in a timely matter.
- Categorize the different types of project ideas .
- Summarize the different ways of completing the project.
- Understand the importance of having a good image for a project.
- Recall the differents steps in making a good project .
- Explain how make or create a project .
- Identify the tools used in making a project.

STAGE TWO

PERFORMANCE TASKS

- The students will create a template for the round computer mouse pad. Using that template the students will send their design to the dye sublimation printer, after aligning it to the correct size. The students will use the heat press machine to complete and print the product.

- The students will either draw, using Adobe Photoshop and Illustrator or use existing digital images to create a tile design using a template. The students will use the heat press machine to manufacture the tile.

OTHER EVIDENCE

- Test
- Homework / Classroom Assignments
- Lab Projects / Class activities
- Formative / Summative Assessments

STAGE THREE

LEARNING PLAN

Reading and Discussing the chapter on how to use Student Work Project base, to develop a understanding the importance of designing use Adobe programs, and the ways we use them.

Using the checklist to complete Dye Sublimation printing projects.

Select a Dye Sublimation printing and learn how to complete project.

Check the Dye Sublimation printing used with screen printing.

What is the right kind of Digital Image to make a project?

Demonstrate a understanding of how to do Dye Sublimation printing.

Learning how to choose the proper sublimation inks for the project being worked on.

Worksheet and Quiz on Dye Sublimation printing.

Unit Name: Screen Printing

Time Frame: 3-12 Weeks

Author: Industrial Technology Committee

UNIT

Subject: Screen Printing

Country: U.S.A.

Course/Grade: Graphic Arts 2

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

Screen Printing

UNIT RESOURCES

Graphic Communication Textbook

Internet Resource Links:

- Make Your Mark: www.makeyourmark.org
- Virtual Museum printing press: www.imulitmedia.pt/museuvirtpress/index_i.html
- GAIN—Graphic Arts Information Network: www.gain.net/eweb/startpage.aspx
- Graphic Arts Online: www.graphicartsonline.com
- Graphic Arts Education and Research foundation: www.gaerf.org
- Graphic Communications Central: <http://teched.vt.edu/GCC>
- International Graphic Arts Education Association, Inc.: www.igaea.org
- GreenPrint: www.printgreener.com

STAGE ONE

GOALS AND STANDARDS:

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

CRP2 - Apply appropriate academic and technical skills

CRP11 - Use technology to enhance productivity.

CRP6 - Demonstrate creativity and innovation.

9.3.12.AR.2 - Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR.3 - Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

9.3.12.AR.4 - Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

ENDURING UNDERSTANDING:

Screen-printing is a unique and magical way to display Art and Graphic designs and can lead to amazing discoveries and projects.

ESSENTIAL QUESTIONS:

- What is Screen Printing?
- How do we Work using Screen Printing in Graphic Communication?

KNOWLEDGE AND SKILLS:

- Recall various applications of screen printing.
- Identify proper screen fabrics.
- Recall the qualities of a good screen frame.
- Explain how to attach fabric to frame.
- Categorize the different types of photographic stencils.
- Summarize the different ways of putting a image on a screen.
- Understand the importance of having a good image for a screen
- Recall the differents steps in making a screen .
- Explain how burn a screen.
- Identify the tools used in screen printing.

STAGE TWO

PERFORMANCE TASKS:

- The students will do multi-color screen printing. The students will use Adobe Illustrator or Photoshop to design their image, create the colored layers, and print light to dark. The students will push the ink through the screen using a squeegee.
- Ths students will work collaboratively with other students to manipulate four colors. One student will properly layout the images, while the other student burns the

screens. The students will create a final product for display or carry out.

OTHER EVIDENCE

- Test
- Homework / Classroom Assignments
- Lab Projects / Class activities
- Formative / Summative Assessments

STAGE THREE

LEARNING PLAN

Reading and Discussing the chapter on how to use Screen Printing, to develop a understanding the importance of designing use Adobe programs, and the ways we use them.

- Demonstrate an understanding of the screen printing process.
- Understand the difference between positive and negative space.
- Identify the various applications of screen printing and the outcomes it produces.
- Identify materials and operations used in the screen printing process.
- Demonstrate an understanding of screen preparation by degreasing the screen, coating the screen, burning the screen, and preparing the screen for printing.
- Demonstrate an understanding of the photo emulsion process.
- Identify the variables that affect the image and results of the screening process.
- Produce a screen printed product on various substrates using appropriate inks and procedures

Unit Name: Project-based Learning Time Frame: 3rd and 4th Quarter
Author: Industrial Technology Committee

UNIT

Subject: Student Based Project Work Country: U.S.A.

Course/Grade: Graphic Arts II State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

Student Based Project Work

UNIT RESOURCES

Graphic Communication Textbook

Internet Resource Links:

- Make Your Mark: www.makeyourmark.org
- Virtual Museum printing press: www.imulitmedia.pt/museuvirtpress/index_i.html
- GAIN—Graphic Arts Information Network: www.gain.net/eweb/startpage.aspx
- Graphic Arts Online: www.graphicartsonline.com
- Graphic Arts Education and Research foundation: www.gaerf.org
- Graphic Communications Central: <http://teched.vt.edu/GCC>
- International Graphic Arts Education Association, Inc.: www.igaea.org
- GreenPrint: www.printgreener.com

STAGE ONE

GOALS AND STANDARDS

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

CRP2 - Apply appropriate academic and technical skills

CRP11 - Use technology to enhance productivity.

CRP6 - Demonstrate creativity and innovation.

9.3.12.AR.2 - Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR.3 - Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

9.3.12.AR.4 - Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

ENDURING UNDERSTANDING:

The field of Graphic Design involves working with others, including clients, to create projects for publication.

ESSENTIAL QUESTIONS

- What is project-based learning?
- How do we work using student work project base in graphic communication?

KNOWLEDGE AND SKILLS

- Recall various applications of projects.
- Identify proper time frames.
- Recall the qualities of a goodwork.
- Explain how to complete a project in a timely matter.
- Categorize the different types of project ideas .
- Summarize the different ways of completing the project.
- Understand the importance of having a good image for a project.
- Recall the differents steps in making a good project .
- Explain how make or create a project .
- Identify the tools used in making a project.

STAGE TWO

PERFORMANCE TASKS

- Student will create a work order template using indesign for various sports and academic teams. They will work with coaches, advisors, staff, and students to identify and discuss project needs and determine the layout and design for print publications.

- The students will use digital imaging design, screen printing, and the dye sublimation process to create the shirts for high school events including the blackout game, theater productions, turkey bowl, mock car crash, and fundraising events.
- The students will use Adobe Photoshop and Illustrator to create program and event tickets for clients. They will use the commercial paper cutter to create the final product.

OTHER EVIDENCE

- Test
- Homework / Classroom Assignments
- Lab Projects / Class activities
- Formative / Summative Assessments

STAGE THREE

LEARNING PLAN

Reading and Discussing the chapter on how to use Student Work Project base, to develop a understanding the importance of designing use Adobe programs, and the ways we use them.

Using the checklist to complete Student Based Project Work projects.

Select a Student Based Project Work and learn how to complete project.

Check the Student Based Project Work used with screen printing.

What is the right kind of Digital Image to make a project?

Demonstrate a understanding of how to do Student Work Project base.

Learning how to choose the proper screen inks for the project being worked on.

Worksheet and Quiz on Student Based Project Work.

Content Area Name: Career and Technical Education

Student Supports

- **Identify student needs**
- **Deliver supports to all students**
- **As necessary, remove barriers to learning**
- **Ensure**
 - **Continuum of supports**
 - **Progress monitoring**
 - **Action plans**
 - **Professional development for multidisciplinary teams**

Special Education	<ul style="list-style-type: none">● Virtual supports for content taught<ul style="list-style-type: none">○ Hoonuit○ Read and Write with Google○ Heterogeneous Grouping○ Individualized assignments<ul style="list-style-type: none">■ Google Classroom○ Graphic Organizers○ Visual directions○ Chunk assignments and assessments into smaller segments○ Non-linguistic Representation (Use of Videos and Graphics)○ Study Guides○ Use concrete examples to teach concepts○ Have student repeat/rephrase written directions○ Posted Daily Schedule
English Language Learners	<ul style="list-style-type: none">● Modified Tests● Oral assessments with ELL teacher● Read and Write with Google● Google Translate● Graphic Organizers● Visual Directions● Chunk assignments and assessments into smaller segments● Non-linguistic Representation (Use of Videos and Graphics)● Translation Software
504 Plans	<ul style="list-style-type: none">● Extended time● Modified Test

	<ul style="list-style-type: none"> • Flexible seating • Heterogeneous Grouping • Modified written assignments and tests • Graphic Organizers • Visual Directions • Chunk assignments and assessments into smaller segments • Non-linguistic Representation (Use of Videos and Graphics) • Study Guides
Students at Risk (I&RS - Rtl)	<ul style="list-style-type: none"> • Google Classroom <ul style="list-style-type: none"> ◦ Assignment Notifications ◦ Guardian accounts • Blended Learning Environment <ul style="list-style-type: none"> ◦ Homework and Practice • Graphic Organizers • Visual Directions • Chunk assignments and assessments into smaller segments • Study Guides • Write down assignments
Gifted and Talented	<ul style="list-style-type: none"> • Independent study • Self-directed online learning <ul style="list-style-type: none"> ◦ Alison ◦ Edx • Personalized learning plans incorporating advanced levels of technology study • Homework and Practice • Blended learning <ul style="list-style-type: none"> ◦ NJCAN ◦ SP2 ◦ Adobe Creative Cloud ◦ Virtual Business ◦ Google Applied Digital Skills ◦ IE Classroom ◦ Everfi

List Alternative Assessments:

LinkIt - Teacher Created assessments

Modified quiz and test

Oral assessments

Performance-based assessments

Project Portfolios

Everfi