

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



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 I - 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: Communication

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: 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.

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.

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

ESSENTIAL QUESTIONS

- Why is Safety Important in Graphic Arts Room?
- How do we Work in safe matter in the area of Graphic Communications?
- How can we communicate in digital formats

KNOWLEDGE AND SKILLS

- Develop a understanding of Safety Graphic Arts room.
- How we use Safety in Graphic Arts Room while working on projects.
- Recall the purpose of a plant safety and health program.
- 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.
- Explain plans for fire prevention within a plant.
- Explain proper noise control in a plant.
- Summarize an ergonomically correct computer workstation.
- Explain ways to reduce and eliminate waste for environmental compliance.

STAGE TWO

PERFORMANCE TASKS

- The students will create a communication project using adobe publisher.
- The students will use digital software to express a media message
- The students will use Google Slides or other presentation software to present their communication projects

OTHER

- Homework/Classroom Assignments
- Test
- Lab Projects/Class activities

- Formative/Summative Assessments

STAGE THREE

LEARNING PLAN

- Introduction to class, expectations, icebreaker games.
- Introduction to Google Classroom, Google Docs, and Google Slides
- Introduction to key vocabulary
- Introduction to Microsoft Publisher
- Strategies for using digital media to communicate ideas

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: Measurement

Time Frame: 3 weeks

Author: Industrial Technology Committee

UNIT

Subject: Measurement in Graphic Arts

Country: U.S.A.

Course/Grade: Graphic Arts I

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

Measurement

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:

Measurement is an important part of Graphic Communication and the layout of print advertising and publications

ESSENTIAL QUESTIONS:

- Why is measurement important in the Graphic Arts room?
- How do we use measurement in Graphic Arts?

KNOWLEDGE AND SKILLS:

- Develop an understanding the importance of measuring in Graphic Arts room.
- How we use measuring in Graphic Arts Room while working on projects.
- Differentiate between the US Conventional and SI Metric systems of measurement, and make conversions from one system to the other.
- Explain the point system of type measurement.
- Identify standard grades of paper and basic paper sizes.
- Compare grades of paper by basic weight, thickness, and brightness.
- Explain how visual images are produced and measured in a desktop publishing system.
- Understand the use of proportional scales,screens,and tints measurements in the reproduction of images.

STAGE TWO

PERFORMANCE TASKS:

- The students will create an image layout project utilizing specific measurements
- The students will look at various print advertisement and publication documents and identify measurements used in each to create the various layout styles.

OTHER EVIDENCE

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

STAGE THREE**LEARNING PLAN**

Reading and Discussing the chapter on Measurement, to develop an understanding of the importance of measurement and the ways we use it.

Using An E gauge, measure the size by matching at 6 different sizes of the letter E.

Convert the following linear measurements to metric units; 10 inches, 3 feet, 12 yards, and 60 miles.

Look at labels found on paper cartons, cans, tubes and printing plates and list the US Conventional and metric measurements found on each unit.

List the applications of mathematics in the printing industry.

Measuring on the computer with different Adobe Programs.

Designing project showing the importance of measuring.

Worksheet and Quiz on Measurement.

Unit Name: Design and Layout

Time Frame: 2 weeks

Author: Industrial Technology Committee

UNIT

Subject: Design and Layout in Graphic Arts

Country: U.S.A.

Course/Grade: Graphic Arts I

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

Design and Layout

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

ENDURING UNDERSTANDING:

Design and Layout are an important part of Graphic Communications. Various layouts are used to create graphic communications.

ESSENTIAL QUESTIONS:

- Why is Design and Layout Important in Graphic Arts Room?
- How do we use Typography in Graphic Communication?

KNOWLEDGE AND SKILLS

- Summarize the role of the Graphic Design.
- Explain the elements of design.
- Explain the principles of design.
- Explain the element of layout.
- Explains the factors that determine how a layout design is developed.
- Differentiate between the design methods used in layout.
- Recall the method used in preparing illustrations for layout.

STAGE TWO

PERFORMANCE TASKS

- The students will create a grid project using digital software tools including Adobe illustrator and premier
- Create a graphic publication layout utilizing advertisements from a client request
- Create the layout for business cards

OTHER EVIDENCE

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

STAGE THREE

LEARNING PLAN

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

Discussion on the importance of Design and layout.

Briefly discuss some of the advantages the computer has brought to Design and layout .

List the applications of Design and layout in the printing industry.

Worksheet and Quiz on Design and layout.

Unit Name: Communication Careers

Time Frame: 1 week

Author: Industrial Technology Committee

UNIT

Subject: Graphic Communication Careers

Country: U.S.A.

Course/Grade: Graphic Arts I

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

Graphic Communication Careers

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:

CRP2 - Apply appropriate academic and technical skills

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.

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

ENDURING UNDERSTANDING:

- There are diverse career opportunities in Graphic Communications

ESSENTIAL QUESTIONS:

- Which careers in Graphic Communications are available?
- What are the qualifications and education needed for various Graphic Arts careers?

KNOWLEDGE AND SKILLS

- Differentiate among skilled technical, creative, management, and support position.
- Recall the different levels of careers in terms of career preparation.
- Summarize tools you use to find a job.
- Explain the importance of having good work habits.
- Summarize the advantages of owning your own business.
- Give examples of how changing technology is affecting the career outlook.

STAGE TWO

PERFORMANCE TASKS

- Identify various careers in Graphic Communications and identify the skills that are needed to succeed in those careers
- Use NJCAN to research the education and skills that are needed for a career in Graphic Communications and present the information using an Infographic, presentation software, Video, or an infomercial.

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 Graphic Communication Careers, to develop a understanding the importance of designing use Adobe programs, and the ways we use them.

Using the checklist in this area of Graphic Communication Careers, and relate it to projects.

Select a Graphic Communication Careers and learn how to put it on a screen.

Identify the employment outlook for various Graphic Design careers in New Jersey and various parts of the world.

Unit Name: Typography

Time Frame: 1 week

Author: Industrial Technology Committee

UNIT

Subject: Typography in Graphic Arts

Country: U.S.A.

Course/Grade: Graphic Arts I

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

Typography

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.

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:

Lettering or typography is a very important part of visual communication. Fonts can communicate strength, power, emotion and personality. Think of some company logos that are just a typeface (Coke, Fender, Canon, etc.) What color are they? What does the construction of the typeface communicate about the company?

ESSENTIAL QUESTIONS

- Why is Typography Important in Graphic Arts Room?
- How do we use Typography in Graphic Communication?
- What does the construction of the typeface communicate about the company?

KNOWLEDGE AND SKILLS

- Develop an understanding of Typography in Graphic Arts.
- How we use Typography in Graphic Arts Room while working on projects.
- Summarize the development of type styles.
- Identify the basic terms to describe type.
- Summarize seven typefaces classifications.
- Explain the difference between a family, a series, and a font of type.
- Identify the common type sizes and units used in typography.
- Explain the factors that contribute to the legibility of type.

STAGE TWO

PERFORMANCE TASKS

- Typography is all about observing the details of type. The students will observe traffic signs, public transit signs, banners, logos, and more to identify the typography used. The students will create a typography digital wall with detail about each and the emotion the business is looking to exhibit.
- Students will watch a video on the Art of Typography and work with a classmate on the Dos and Dont's of Photography.

OTHER EVIDENCE

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

STAGE THREE

LEARNING PLAN

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

Select a type style that denotes each of the following factors;decorative, boldness, ancient,modern, delicate, action and an event.

Select a type and develop its origin.

Briefly discuss some of the advantages the computer has brought to typography and typesetting.

List the applications of **Typography** in the printing industry.

Worksheet and Quiz on **Typography**.

Unit Name: Design and Layout

Time Frame: 2 weeks

Author: Industrial Technology Committee

UNIT

Subject: Design and Layout in Graphic Arts

Country: U.S.A.

Course/Grade: Graphic Arts I

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

Design and Layout

UNIT RESOURCES

Graphic Communication Textbook

Internet Resource Links:

- Make Your Mark: www.makeyourmark.org
- [Layout and Composition](#)
- 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>
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- GreenPrint: www.printgreener.com

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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

CRP11 - Use technology to enhance productivity.

CRP6 - Demonstrate creativity and innovation.

ENDURING UNDERSTANDINGS:

Layout and composition play an important role in conveying a message.

ESSENTIAL QUESTIONS:

- What is Design and Layout Important in Graphic Arts Room?
- How do we use Typography in Graphic Communication?

KNOWLEDGE AND SKILLS:

- Summarize the role of the graphic design.
- Explain the elements of design.
- Explain the principles of design.
- Explain the element of layout.
- Explains the factors that determine how a layout design is developed.
- Differentiate between the design methods used in layout.
- Recall the method used in preparing illustrations for layout.

STAGE TWO

PERFORMANCE TASKS:

- Lay out the content of a magazine article in two text-heavy magazine spreads (i.e. at least four pages) using Adobe InDesign, Adobe Photoshop, and Adobe Illustrator.
- Create a graphic with images that visually conveys a feeling of the style of music that will be played: country, pop, punk, hardcore, hip hop, jazz, blues, folk, soft rock, classical. Use layout strategies to ensure that readers follow the advertisement.

OTHER EVIDENCE:

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

STAGE THREE

LEARNING PLAN

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

Discussion on the importance of Design and layout.

Briefly discuss some of the advantages the computer has brought to Design and layout.

List the applications of Design and layout in the printing industry.

Worksheet and Quiz on Design and layout.

Unit Name: Digital Image Capture

Time Frame: 2 weeks

Author: Industrial Technology Committee

UNIT

Subject: Digital Image Capture Country: U.S.A.

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

School: Egg Harbor Township High School

UNIT SUMMARY

Digital Image Capture

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:

- Graphic publications should go through a design and redesign process before being sent for printing and publication.

ESSENTIAL QUESTIONS:

- What is Digital Prepress?
- How do we Work using Digital Prepress in Graphic Communication?

KNOWLEDGE AND SKILLS:

- Recall the difference between analog format and digital format.
- Identify the various types of light sensors used in imaging devices.
- Compare the characteristics of CCD ARRAY CONFIGURATIONS.
- Recall the different types of resolution.
- Identify different types of digital cameras.
- Summarize the function of each component on a digital camera.
- Understand the importance of proper lighting and its effect on the captured image.
- Recall the specific characteristics of each type of scanner.
- Explain how spatial resolution and tonal resolution affect the performance of the digital imaging devices.
- Identify the use of common image manipulation program tools.

STAGE TWO

PERFORMANCE TASKS:

- Students will use illustrator to design their memo pad project using a photo captured by the student. Before sending to print they will have their templates reviewed by two peers and approved by the teacher, and make the necessary changes before sending it to print.

- Students will design a business card using a captured image. The student will work with the client to design and redesign the card before “sending it out” for 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 Digital Image Capture, 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 Digital Image Capture and learn about them.

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

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

Demonstrate an understanding of how to use Digital Image Capture.

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

Worksheet and Quiz on Digital Image Capture.

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 I

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:

- Watch a video on photo emulsion.
- Create 10 thumbnail sketches for different logo image ideas.
- Pick a thumbnail image to create on the computer. Use Adobe Illustrator to create your image based on the design process specifications.
- Print your image on a transparency sheet using the laser printer.

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: 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 I 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.

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

ENDURING UNDERSTANDING:

Dye sublimation is a full color process using a decal process while applying light 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 create a mug using dye sublimation techniques. The students will use Adobe Photoshop to get create a high resolution image, which they then bring over to illustrator and finally to the dye sublimation sawgrass printers.

- Students will create a hat using a dye sublimation techniques. The students will use Adobe Photoshop to get create a high resolution image, which they then bring over to illustrator and finally to the dye sublimation sawgrass printers.

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.

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