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Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title:

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EDUCATIONAL SERVICES

Department: **Business/Technology**

Course Title: **Desktop Publishing**

Course Number: **469**

Unit Title: Introduction to Desktop Publishing and the Elements and Principles of Design

Content Area Standards (Please identify the source): List content standards students will master in this unit.

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

ISTE 1 Empowered Learner

ISTE 3 Knowledge Constructor

ISTE 4 Innovative Designer

ISTE 6 Creative Communicator

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will be introduced to the process of Desktop Publishing using the technology applications required. Students will demonstrate an understanding, both written and verbal, of the Elements and Principles of Design using their knowledge gained from verbal and visual presentations.

Students will learn types of software such as page layout and photo editing/graphics used in professional applications for print media.

Students will learn the Principles of Design including the following: balance, unity, emphasis, contrast, alignment, proximity, movement and repetition through direct instruction and applications. This unit will emphasize what it graphic design and print media and the art of graphic design by researching definitions and examples of all of the above elements in real world examples: publications, advertising and art. They will conduct a study of how these design principles appear in our society, using magazines, and advertising mediums. The study will include opportunities for students to identify the principles, and also for students to explain how the principles of design help to emphasize purpose. Additionally, students will be required to explain how the design produced reaches a particular audience through its strategic use of the Principles of Design.

Students will explore the history of desktop publishing and graphic design prior to digital media and how it has impacted modern desktop publishing in this digital world.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos.
- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects.

Research graphic design in the world around us such as advertising and/or media publications such as yearbooks and catalogs, and identify the use of design in order to persuade and communicate. Students will make use of the internet, magazines, printed ads and publications to identify several Principles of Design, then write explanations for how the element achieves purpose in design. Students will be introduced to Paul Rand, the father of graphic design, and the fine artists who influenced him such as Paul Klee, Henri Matisse and Vissily Kandinsky as they critique, analyze and conduct “art walks” in class.

Students will create a Chart Your Graphic Life poster using software applications available such as the Adobe Creative Suite to identify how the Principles of Design and Elements of Art are used to communicate a message to an identifiable audience.

Students will understand the concept of copyright as it relates to Desktop Publishing and know how to give credit where credit is due as it pertains to the photos and graphic design in print media. Students will examine a variety of desktop publishing products to determine the copyright/author and design a spread layout/logo/business card as the cognitively apply the Principles of Design such as contrast. Proximity, alignment, repetition, simplicity and unity.

Assessments: May include, but not limited to:

Formative

- Practice exercises
- Quizzes
- Rubric evaluation by student
- Peer Edits/Class Critique

Summative

- Culminating projects
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught.

Interventions: May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the assignments as it fits with print deadlines.

EDUCATIONAL SERVICES

Department: **Business/Technology**

Course Title: **Desktop Publishing**

Course Number: **469**

Unit Title: Introduction to Typography and the publishing process

Content Area Standards (Please identify the source): List content standards students will master in this unit.

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

3.4 Discuss the purposes of art in selected contemporary cultures.

4.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.

5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

ISTE 1 Empowered Learner

ISTE 3 Knowledge Constructor

ISTE 4 Innovative Designer

ISTE 6 Creative Communicator

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- History of typography.
- Typography vocabulary, including, but not limited to, typefaces, serif, sans serif, justification, legibility, etc.
- Using font personality - typography to add emphasis and create purpose in graphic design.
- Using font pairing - creating contrast with fonts

Students will explore and define terminology related to typography. Students will explain the use and history of typography in design to achieve a purpose.

Students will explore peripheral devices such as scanners, digital cameras, card readers, and video cameras to add features to their print media.

Students will learn terminology and elements to typography through the use of examples, both teacher and student selected: readability, justification, typefaces, weights, leading, kerning, etc. This unit will utilize the design process of observation, asking questions, research, plan and implement, The Design Process defines terminology as well as how typography helps to convey purpose. Students will be asked to evaluate how typography affects the look of a product, creates emotion, and conveys a message based on its qualities: size, color, position and style.

Students will need to demonstrate their understanding of the Principles of typography by creating a flyer and an advertisement spread to add emphasis and create purpose.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos.
- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects.

Students will create a timeline in a software application such as Adobe InDesign, Illustrator or Photoshop that conveys the changes in typography over time as well as a spread layout. The timeline will convey how typography has changed over time and a description of why the student believes the change occurred based on their study during the unit. Their publication design will allow them the opportunity to apply these concepts in a real world application.

Students will collect ads that are based only on type and have no images to determine which elements (size, color, position and style) are most important in the advertisements. Students will create a real or fictional school event poster working with a basic image of their choice, then adding type and color to create a message with meaning

Assessments: May include, but not limited to:

Formative

- Practice exercises
- Quizzes
- Student self-completed project rubric
- Peer Edits/Class Critique

Summative

- Exams
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught.

Interventions: May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the assignments as it fits with print deadlines.

EDUCATIONAL SERVICES

Department: **Business/Technology**

Course Title: **Desktop Publishing**

Course Number: **469**

Unit Title: Using Design to Deliver Theme

Content Area Standards (Please identify the source): List content standards students will master in this unit.

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.

5.0 Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

ISTE 3 Knowledge Constructor

ISTE 4 Innovative Designer

ISTE 6 Creative Communicator

ISTE 7 Global Collaborator

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Identity design - verbal and visual theme planning.
- Research past and present design trends.
- Theme packages for publications - using design elements to create purpose and branding

Students will develop the theme for a publication using their knowledge of design and theme packages

During this unit, students will develop a comprehensive theme package for a publication. They will be responsible for including all of the following elements: title, graphics, typography, side bar design, and key elements in design layout for desktop publications. Students will learn about how design creates an identity for media, publication, and corporations.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos.
- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects.

To explore theme, students will explore two periods of design Art Deco and Art Nouveau to identify design elements that identify these two specific styles. Then students will explore current well-known companies and how their design elements underscore the brand they have developed as they pair share their favorite and identify the elements employed.

Assessments: May include, but not limited to:

Formative

- Practice exercises
- Quizzes
- Peer Edits/Class Critique – teacher facilitated student completed rubric to evaluate their work.
- Students will edit and refine a multi-media presentation to address unity, visual impact, readability and cohesion.

Summative

- Students will present a theme package displaying their knowledge of design and intent upon creating a publication to convey a particular idea and brand.
- All students will assess the integrity of the design elements using the rubric provided
- Students will write suggestions for the group, detailing their understanding of design, as well as providing feedback for the group's revision process.

Interventions: May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the assignments
- Group feedback and revision

EDUCATIONAL SERVICES

Department: **Business/Technology**

Course Title: **Desktop Publishing**

Course Number: **469**

Unit Title: Page Layout Design

Content Area Standards (Please identify the source): List content standards students will master in this unit.

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).

2.5 Create an expressive composition, focusing on dominance and subordination.

3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

3.4 Discuss the purposes of art in selected contemporary cultures.

ISTE 1 Empowered Learner

ISTE 3 Knowledge Constructor

ISTE 4 Innovative Designer

ISTE 6 Creative Communicator

ISTE 7 Global Collaborator

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Principles of layout design.
- Assess integrity of layouts from past/current publications.
- Creating a spread layout design terminology and concepts.
- Create layouts demonstrating the principles and elements of design.
- Incorporate previous design concepts covered in creating layouts.
- Packaging concepts into modular design - proximity, eye line, dominance/emphasis, contrast, visual variety, etc.

Students will design layouts for print media using knowledge from previous units.

This unit incorporates Publication Design which defines the principles of layout design. Students will use publication models to establish successful traits of layout design: visual impact, levels of space, balance, unity, contrast, consistency and variety. Using publications, students will assess the integrity of layouts, explaining how the design elements were/were not successful. Then, students will apply knowledge from previous units to create layouts that exemplify successful strategies of design: contrast, balance, unity, emphasis, variety, proportion, movement, rhythm, and pattern/repetition. The layouts will differ in purpose according to which section they

appear in the publication: therefore, students must adjust the layout and its contents in order to reflect the audience it is intended for.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos.
- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects.

Students will design layouts for print media using knowledge from previous units.

Write a reflective essay explaining how you utilized at least five elements of design in your layout. Your explanation needs to convey your understanding of the element, the reason you selected that element for your publication spread, and how the element helps to create cohesion and balance with other spreads in your publication. Students will photocopy or save a digital copy from the internet of five small versions of magazine covers, or spread layouts they believe work well, and five they believe can be improved. Students will submit notes for each about the connection between the topics presented and how the design supports or does not support the message of the magazine cover/spread layout and how effectively the Principles of Design and Elements of Art support not just the technical side of creating a magazine cover, but the design aspects as well. Students will choose one of the covers/layouts they assess does not work well and create 3-5 sketches and notes that incorporate design changes as they refer to elements such as typography, hierarchies, use of photos, color and other design elements. Students will use their understanding of print media layout and design to draft a book cover which incorporates ideas in their theme package from previous units and design elements represented in their layouts.

Assessments: May include, but not limited to:

Formative

- Practice exercises
- Thumbs up/thumbs down
- Pair/share
- Peer Edits/Class Critique

Summative

- Students created book cover with completed student rubric
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught.

Interventions: May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the assignments as it fits with print deadlines.

EDUCATIONAL SERVICES

Department: **Business/Technology**

Course Title: **Desktop Publishing**

Course Number: **469**

Unit Title: Assessment of Design during Publication Production

Content Area Standards (Please identify the source): List content standards students will master in this unit.

4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

4.4 Articulate the process and rationale for refining and reworking one of their own works of art.

4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.

5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

ISTE 1 Empowered Learner

ISTE 3 Knowledge Constructor

ISTE 5 Computational Thinker

ISTE 7 Global Collaborator

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Evaluate a spread based on how it incorporates the principles of design.
- Use of rubrics to assess the spreads' use of the following: photography, color theory, graphic design, text, typography.
- Identify and communicate successful implementation of design elements through peer editing and/or classroom critique.
- Provide feedback explaining why design helps to improve the spread's delivery of content.

Students will employ the use of rubrics and the Principles of Design to solve a series of design problems on layouts

Throughout this unit, students will assess various spread designs and layouts, maintaining the integrity of the original design, yet simultaneously making necessary changes to improve coverage, cohesion, and delivery. Students will use rubrics in order to assess the usage of design in the spreads, assessing the spreads use of the following: photography, color, graphic elements and typography. For each spread, students will communicate their feedback to the other students, in small groups, explaining what changes need to be made based upon the Principles of Design. Additionally, students will identify and communicate successful implementation of design elements. Similarly, they will communicate this feedback in small groups, explaining why the design helps to improve the spreads delivery of content.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos.
- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects.

For at least one spread publication, students will complete a presentation to the entire class that explains the suggestions made for refining the layout. In this explanation, the student needs to identify the design element, explicitly state the recommended revision, and explain why the revision will improve the integrity of the design in the publication based on design principles and technologies needed.

Assessments: May include, but not limited to:

Formative

- Practice exercises
- Thumbs up/Thumbs down
- Media presentation
- Peer Edits/Class Critique

Summative

- Culminating project presentation
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught.

Interventions: May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the assignments as it fits with print deadlines.

EDUCATIONAL SERVICES

Department: **Business/Technology**

Course Title: **Desktop Publishing**

Course
Number:

469

Unit Title: Crafting Promotional Tools

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
 - 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
 - 5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.
 - 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).
- ISTE 1 Empowered Learner
ISTE 2 Digital Citizen
ISTE 3 Knowledge Constructor
ISTE 6 Creative Communicator
ISTE 7 Global Collaborator

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Create promotional tools for the yearbook publication using elements and principles of design and Adobe InDesign and/or on-line creation tools.
- Explore the variety of advertising that campaigns use to reach customers and how graphic designers find advertising design solutions.
- Students design a variety of publications to be used on campus - posters, videos, and social media marketing.
- Organizing a marketing strategy.

Students will create promotional tools for their publication using elements of design and Adobe software

In the world of business, companies need to promote events and sales of their publications. Students will explore the variety of advertising that companies use to reach customers, and how graphic designers and desktop publishers find advertising solutions. Students will explore the variety of tools to be used to promote their dream business such as promotional flyers, posters and printed advertisements. Each promotional tool will adhere to the elements of design, showcasing the students and their understanding of design principles as well as software applications. The students will utilize these principles effectively to convey a message to their identified audience. Students will need to convey a particular message by demonstrating an understanding of task, purpose and audience.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos.
- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects.

Create a promotional poster, flyer and/or advertisement. Students' publication must use at least three elements of design studied in the course. It should use elements from the theme package for the current publication to reinforce its message. Students will write a short constructed response analyzing how the image selected best summarizes the main idea of your publication, why the typeface selected fits your subject best, as well as how they created impact through their use of space.

Assessments: May include, but not limited to:

Formative

- Created promotional publication
- Peer Edits/Class Critique

Summative

- Culminating project
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught.

Student products will be assessed on their ability to create a consistent, effective concept that works well in print media.

Interventions: May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the assignments as it fits with print deadlines.

EDUCATIONAL SERVICES

Department: **Business/Technology**

Course Title: **Desktop Publishing**

Course
Number:

469

Unit Title: On-Going Electronic Graphic Design Portfolio

Content Area Standards (Please identify the source): List content standards students will master in this unit.

2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.

2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).

5.0 Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

ISTE 1 Empowered Learner

ISTE 2 Digital Citizen

ISTE 5 Computational Thinker

ISTE 6 Creative Communicator

ISTE 7 Global Collaborator

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Online electronic graphic design portfolio which will showcase student growth and development of design principles.
- Submissions will demonstrate the process of using graphic design to achieve purpose: drafting, providing feedback, revising, in order to create a final product.
- Create an online graphic design portfolio by selecting evidence from each of the summative assessments in units 1-6.
- Students will present and speak specifically to the assessment in the portfolio and deliver a reflective oral narrative about how the assessment developed your graphic design skills.

Students will establish an online electronic graphic design/publications portfolio which will showcase student growth and development of design principles.

Throughout the year, students will compile an electronic portfolio of graphic design products from each unit of the course. Each portfolio will include demonstration of the process of using graphic design in print media to achieve purpose: drafting, providing feedback, revising, in order to create a final product. A reflection will be attached to the submission which describes how the assignment meets the design applicable to the unit of study, showcasing the students understanding of design principles, as well as an explanation of the process followed in creating the product.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos.
- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects.

Create an online graphic design print media portfolio by selecting evidence from each of the summative assessments. Student selections should showcase best work, as well a growth in understanding and applying the concepts taught along with the varying elements of graphic design. Students will present each submission in the portfolio to the rest of the class. Students will speak specifically to the assessment in their portfolio and deliver a reflective oral narrative about how the assessment developed your graphic design print media skills.

Assessments: May include, but not limited to:

Formative

- Practice exercises
- Student evaluated rubric to assess work and make revisions
- Peer Edits/Class Critique

Summative

- Culminating projects
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught.

Interventions: May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the assignments as it fits with print deadlines.

EDUCATIONAL SERVICES

Department: **Business/Technology**

Course Title: **Desktop Publishing**

Course
Number:

469

Unit Title: Desktop Publishing Career Opportunities

Content Area Standards (Please identify the source): List content standards students will master in this unit.

3.0 Historical and Cultural Context

5.0 Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

ISTE 1 Empowered Learner

ISTE 2 Digital Citizen

ISTE 7 Global Collaborator

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Research and explore careers in the graphic design/print media
- Create a brochure showcasing career opportunities along with education needed
- Students will present and speak specifically to the assessment in the portfolio and deliver a reflective oral narrative about how the assessment developed your graphic design skills.

Students will be exposed to various opportunities within the desktop publishing career field.

Students will use internet resources as well as print media to determine the types of job opportunities available along with college majors that incorporate the areas of graphic design and desktop publishing.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos.
- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects.

Students will create a brochure about a specific print media job they have investigated. Students will apply the Principles of Design in the visual creation of their brochure while researching the internet to include job descriptions, entry level pay and educational requirements. Students will include written information about their chosen career field along with three college/university options where they could obtain a degree that will equip them with the education necessary to gain employment in their chosen graph design/print media career.

Assessments: May include, but not limited to:

Formative

- Practice exercises
- Student evaluated rubric to assess work and make revisions
- Peer Edits/Class Critique

Summative

- Culminating projects
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught.

Interventions: May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the assignments as it fits with print deadlines.

EDUCATIONAL SERVICES

Department: **Business/Technology**

Course Title: **Desktop Publishing**

Course
Number:

469

Unit Title: Creating Desktop Publishing Products for Business

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- 1.3 Research and analyze the work of an artist's distinctive style and its contribution to the meaning of the work
- 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts
- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design
- 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
- 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

ISTE 1 Empowered Learner

ISTE 2 Digital Citizen

ISTE 3 Knowledge Constructor

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Online electronic graphic design portfolio which will showcase student growth and development of design principles.
- Submissions will demonstrate the process of using graphic design to achieve purpose: drafting, providing feedback, revising, in order to create a final product.
- Create an online graphic design portfolio by selecting evidence from each of the summative assessments in units 1-6.
- Students will present and speak specifically to the assessment in the portfolio and deliver a reflective oral narrative about how the assessment developed your graphic design skills.

Students will research, revisit, and explore Paul Rand and how he combined the talents of graphic designers with the corporate world in creating branding of corporate identities along with the creative team approach.

Students will explore the types of desktop publishing products used in business and create typical desktop publishing products used by business while applying the elements of art such as line, shape, form, color, texture, value, form and space. Symbolic communication will be discussed as to how symbols identified with branding a company relate to graphic design and visual perception. Students will continue discussion about Identity Design as a graphic plan that helps establish a recognizable name and set of designs for the products of a business.

Students will recognize that identifying marks or symbols such as logos is a very old idea as they compare ancient Egyptian tomb paintings, to livestock branding, to logos of the modern day.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos.
- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Partner share/critique/collaboration
- Compare/contrast

Students will create a business and determine the identity, or brand, of their business. They will create a logo, business card, advertisement and letterhead for their business as they are cognitive of both the design elements of their brand and the principles of design applied to their finished products.

Assessments: May include, but not limited to:

Formative

- Practice exercises
- Student evaluated rubric to assess work and make revisions
- Peer assessments
- Peer Edits/Class Critique

Summative

- Culminating projects
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught.

Interventions: May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the assignments as it fits with print deadlines.