



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Graphic Design & Publishing

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*Approved by the Midland Park Board of Education on
September 16, 2014*

Graphic Design and Desktop Publishing

Graphic Design and Desktop Publishing is a practical lab class where students produce the school yearbook as well as a variety of print projects. Students will learn theme development, journalistic writing, print design, digital photography, writing copy, and desktop publishing. Those enrolled in the course will make content, coverage, and design decisions. Students are responsible for completing pages for the yearbook within each given deadline. This course provides students the opportunity to learn up-to-date technological advances in the areas of graphic design, photo enhancements, and digital illustrations through the use of Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. The digital camera and scanner will be utilized to capture images. Students will complete exercises and projects through the utilization of software tools that a graphic designer and photographer might encounter on the job to complete professional projects.

Suggested Course Sequence

- Unit 1 – Intro to InDesign
- Unit 2 – Elements of Design
- Unit 3 – Digital Photography
- Unit 4 – Typography
- Unit 5 – Writing Copy
- Unit 6 – Putting It All Together
- Unit 7 – Logo Design
- Unit 8 – Business Card Project
- Unit 9 – Cereal box Project
- Unit 10 – Concert Poster Project
- Unit 11 – Visual Irony Project
- Unit 12 – Wedding Invitation Project

Pre-Requisite: None

Unit Overview

Content Area:	Graphic Design and Publishing
Unit Title:	Fundamentals of Graphic Design
Target Course/Grade Level:	Publishing/12
Unit Summary: Students will become familiar with the InDesign screen and desktop, graphic terms, the control bar, and the toolbar.	
21st century themes: Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Media Fluency; Collaboration.	

Learning Targets

Standards

2009 New Jersey Core Curriculum Content Standards – Educational Technology

Standard 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Standard 8.2 Technology Education, Engineering and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

2009 New Jersey Core Curriculum Content Standards – 21st Century Life Skills and Careers

Standard 9.1 21st-Century Life and Career Skills

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CPI#	Cumulative Progress Indicator (CPI)
Educational Technology 8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
Educational Technology 8.2.4.B.1	Develop a product using an online simulation that explores the design process.
Educational Technology 8.2.8.B.1	Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.
21 st Century Life Skills 9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
21 st Century Life Skills 9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
21 st Century Life Skills 9.1.12.B.2	Create and respond to a feedback loop when problem solving.

Unit Essential Questions

- How do editors use word processing and desktop publishing programs to design documents?
What is design?
- How does an effective layout for a yearbook enhance the yearbook?
- How does desktop publishing software enable users to

Unit Enduring Understandings

- Students will use available technology to demonstrate understanding of the principles of publishing.
- In Design, graphic design computer software, enables you to arrange graphics/images and text on a surface.

<p>communicate information graphically?</p> <ul style="list-style-type: none"> • How can words, images and graphics work together to visually communicate an intended message? 	
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<p>Unit Learning Targets</p> <p>Students will...</p> <ul style="list-style-type: none"> • Identify parts of desktop screen, toolbar, and control bar. • Apply knowledge of InDesign by creating layout using grids and guides. • Evaluate designs in current ads and yearbooks. • Create layout following criteria provided.

Evidence of Learning

Summative Assessment (3 days) Layout design with rubric; Teacher made test.

Equipment Needed: Computers with InDesign; Proxima

Teacher Resources: PowerPoint Presentation; Guided Instruction sheets; online video tutorials.

Formative Assessments

- Quiz
- Spread rubric
- Layouts
- Peer evaluation of designs

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Getting Around	3 class periods
2	Terms in Design	2 class periods
3	Organizing files	1 class period

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Herff Jones, comp. *Teaching Yearbook Journalism*. Gettysburg, PA: Herff Jones, 2011. Print.

What is InDesign?
<http://vandelaydesign.com/blog/design/learn-adobe-indesign/>

Introduction to Adobe InDesign
<http://www.naomigraphics.com/indesign/indesignCS5-extensive.pdf>

Organizing Your Files
<http://ybconnection.com/downloads/Wish/Technology1.pdf>

Unit 2 Overview

Content Area:	Graphic Design and Publishing
Unit Title:	Basic Elements of Graphic Design
Target Course/Grade Level:	Publishing/12

Unit Summary:

In Design, graphic design computer software, allows the user to arrange graphics/images and text on a surface. Columns, grids, and rails help create balance and symmetry in design. Utilizing interior and exterior white space creates space and breathing room for elements of design. Color is a powerful and useful design element.

21st century themes: Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Media Fluency.

Learning Targets
Standards
2009 New Jersey Core Curriculum Content Standards – Educational Technology
Standard 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Standard 8.2 Technology Education, Engineering and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

2009 New Jersey Core Curriculum Content Standards – 21st Century Life Skills and Careers
Standard 9.1 21st-Century Life and Career Skills

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CPI#	Cumulative Progress Indicator (CPI)
Educational Technology 8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
Educational Technology 8.2.4.B.1	Develop a product using an online simulation that explores the design process.
Educational Technology 8.2.8.B.1	Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.
21 st Century Life Skills 9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
21 st Century Life Skills 9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
21 st Century Life Skills 9.1.12.B.2	Create and respond to a feedback loop when problem solving.

Unit Essential Questions

- How do designers create balanced, innovative, and effective layouts?
How does good design develop a cohesive brand, aid communication and attract audience?
- Why is white space an important element in design?
- How does the arrangement of images in a variety of shapes and sizes create interest on the layout?
- How does desktop publishing software enable users to communicate information graphically?
- How can words, images and graphics work together to visually communicate an intended message?

Unit Enduring Understandings

- Students will use available technology to demonstrate understanding of the basic elements of design.
- In Design, graphic design computer software, enables you to arrange graphics/images and text on a surface.

Unit Learning Targets

Students will...

- Understand generally accepted rules of yearbook design.
- Apply knowledge of InDesign by imitating a selected yearbook layout
- Utilize measurement and alignment tools
- Utilize columns, grids, and rails to design a variety of layouts
- Apply color to a publication
- Apply effects to objects and images
- Import and select appropriate images to make exciting layouts
- Utilize modular design in layouts
- Create layout following criteria provided

Evidence of Learning

Summative Assessment (5 days) Layout design with rubric

Equipment Needed: Computers with InDesign; Proxima

Teacher Resources: PowerPoint Presentation; Guided Instruction sheets; online video tutorials.

Formative Assessments

- Quizzes
- Worksheets
- Spread rubric
- Layouts
- Peer evaluation of designs

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Working with Objects	2 class periods
2	Fill and Stroke	1 class period
3	Using Color and Effects	2 class periods
4	Using Color Swatches	1 class period
5	Working with Columns	2 class periods
6	Working with Grids and Rails	3 class periods
7	Using Modular Design	2 class periods
8	Graphic Elements (special effects)	2 class periods
9	Using ImageIn	2 class periods

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Herff Jones, comp. *InDesign Curriculum for Desktop Publishing*. Gettysburg, PA: Herff Jones, 2013. Print.

Using GO! Design (Part 1)

<http://ybconnection.com/downloads/Wish/Book6.pdf>

Using GO! Design (Part 2)

<http://www.yearbooks.biz/video/78/>

Using Color Swatches

<http://www.yearbooks.biz/video/79/>

Using Image In

<http://www.yearbooks.biz/video/16/>

Unit 3 Overview
Content Area: Graphic Design and Publishing

Unit Title: Digital Photography

Target Course/Grade Level: Publishing/12

Unit Summary:

Photography is one of the most important elements of the yearbook, and it must be exciting. Using close-up action shots that are enhanced and edited spice up layouts. Photoshop and InDesign provide a variety of ways to incorporate interesting and fresh photographs in the designs.

21st century themes: Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Media Fluency.

Learning Targets
Standards
2009 New Jersey Core Curriculum Content Standards – Educational Technology
Standard 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Standard 8.2 Technology Education, Engineering and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

2009 New Jersey Core Curriculum Content Standards – 21st Century Life Skills and Careers
Standard 9.1 21st-Century Life and Career Skills

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CPI#	Cumulative Progress Indicator (CPI)
Educational Technology 8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
Educational Technology 8.2.4.B.1	Develop a product using an online simulation that explores the design process.
Educational Technology 8.2.8.B.1	Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.
21 st Century Life Skills 9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
21 st Century Life Skills 9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
21 st Century Life Skills 9.1.12.B.2	Create and respond to a feedback loop when problem solving.

Unit Essential Questions		Unit Enduring Understandings	
How can digital images add to the impact of a layout? • How are digital images edited and modified for use in graphic applications, advertising, publishing, and on the Web? • Why is ethics in photography important?		• Students will use available technology to demonstrate understanding of the basic elements of photographic composition. • In Design and Photoshop allow students to edit and enhance images. • Images are always modified in print media.	
Unit Learning Targets			
<i>Students will...</i>			
• Understand the elements of photographing a good picture • Apply the basic principles of photographic composition • Understand framing the picture • Apply the rule of thirds • Evaluate photographic composition • Edit images • Create vignette photograph • Understand and apply Image In • Take candid photos using effective compositional elements • Prepare photos for design • Shoot photos and create artwork that adhere to professional and ethical standards			
Evidence of Learning			
Summative Assessment (2 days) Creating 5 photograph that follow principles of photography.			
Equipment Needed: Computers with InDesign and Photoshop; Proxima			
Teacher Resources: PowerPoint Presentation; Guided Instruction sheets; online video tutorials.			
Formative Assessments			
• Quiz • Portfolio of photographs using the different effects. • Spread rubric • Layouts • Peer evaluation of designs			
Lesson Plans			
Lesson #	Lesson Name	Time frame (hours/days)	
1	Basics of Using Photoshop	2 class periods	
2	Creating Vignette Photograph	1 class period	
3	Creating Multiple Frame Image	2 class periods	
4	Digital Images in Text	1 class period	
5	Instamatic Images	1 class period	
6	Pop Art Images	1 class period	
7	Single Image Mosaic	1 class period	
8	Visual and Verbal	1 class period	
9	Importing Images/HJ Image In	1 class period	
Teacher Notes:			

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Herff Jones, comp. *Teaching Yearbook Journalism*. Gettysburg, PA: Herff Jones, 2011. Print.

Vignette Photographs

http://www.yearbooks.biz/content/1/123/IDT_T-Vignette_Photos-CS3_CS4.pdf

Combining Multiple Frames for One Image

http://www.yearbooks.biz/content/1/340/IDT_T-A_Perfect_Combination-CS3_CS5.pdf

Digital Image in Text

http://www.yearbooks.biz/content/1/341/IDT_T-In_Your_Face-CS3_CS5.pdf

Instamatic Images

http://www.yearbooks.biz/content/1/121/IDT_T-Instamatic_Images_Templates-CS3_CS4.pdf

Pop Art Images

http://www.yearbooks.biz/content/1/115/IDT_T-Museum_Worthy-CS3_CS4.pdf

Split Personality Type

http://www.yearbooks.biz/content/1/342/IDT_T-Split_Personality_Type-CS3_CS5.pdf

Single Image Mosaic

http://www.yearbooks.biz/content/1/347/IDT_T-The_Big_Picture-CS3_CS5.pdf

Visual and Verbal

http://www.yearbooks.biz/content/1/343/IDT_T-Visual_Verbal-CS3_CS5.pdf

Unit 4 Overview

Content Area: Graphic Design and Publishing

Unit Title: Typography

Target Course/Grade Level: Publishing/12

Unit Summary:

Typography plays an important role in how audiences perceive your document and its information. Good design is about capturing your audience’s interest and helping your audience gather information quickly and accurately. Typography creates relationships between different types of information, both organizing this information and keeping it interesting.

21st century themes: Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Media Fluency; Collaboration.

Learning Targets

Standards

Common Core English Language Arts Standards – Reading: Informational Text

Common Core English Language Arts Standards – Writing

Common Core English Language Arts Standards – Speaking and Listening

CPI# Cumulative Progress Indicator (CPI)

ELA RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELA RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

ELA RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

ELA W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ELA W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

ELA W.11-12.9 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ELA SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

ELA SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Unit Essential Questions

- How can typography add to the impact of a layout?
- How do designers use typography to capture the reader’s attention?
- How does typography unite elements of the layout design?
- How do designers create effects for typography?

Unit Enduring Understandings

- Students will use available technology to demonstrate understanding of the basic elements of typography.
- In Design, Illustrator, and PhotoShop allow students to create visually interesting typography.
- Typography is an essential element of print and digital media.

Unit Learning Targets

Students will...

- Understand the language of typography.
- Understand and apply design principles of typography.
- Understand alignment and leading in modern designs.
- Understand uniformity and contrast in font families.

- Evaluate font families and use of different fonts on a page.
- Create designs using different fonts, sizes, and placement.
- Create text effects using Adobe Illustrator.
- Evaluate the role typography plays in yearbook design.
- Identify the primary kinds of type, how they are classified, and some of the physical parts of type.
- Apply the way type is measured and adhere to type specifications for copy fitting.

Evidence of Learning

Summative Assessment (3 days) Create layout following type specs, using columns, typeweaving, and color.

Equipment Needed: Computers with InDesign, Illustrator and PhotoShop; Proxima; *Adobe Illustrator Classroom in a Book*.

Teacher Resources: PowerPoint Presentation; Guided Instruction sheets; online video tutorials.

Formative Assessments

- Quiz
- Worksheets.
- Spread rubric
- Layouts
- Identify type treatment in current newspapers and magazines.
- Peer evaluation of designs

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Basics Elements of Typography	1 class periods
2	Using Uniformity in Font Families	1 class period
3	Using Contrast in Font Families	1 class period
4	Creating Balance and Contrast	1 class period
	Rotating Text	1 class period
6	Designing Headlines	1 class period
7	Typeweaving	1 class period
8	Basics of Illustrator	1 class period
9	Warping Text with Illustrator	1 class period
10	Weaving Text with Illustrator	1 class period

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Herff Jones, comp. *Teaching Yearbook Journalism*. Gettysburg, PA: Herff Jones, 2011. Print.

Visual and Verbal

[http://www.yearbooks.biz/content/1/343/IDT T-Visual Verbal-CS3 CS5.pdf](http://www.yearbooks.biz/content/1/343/IDT_T-Visual_Verbal-CS3_CS5.pdf)

40 Tutorials for Outstanding Text Effects in Illustrator

<http://www.webdesignerdepot.com/2011/03/40-tutorials-for-outstanding-text-effects-in-illustrator/>

Unit Overview	
Content Area:	Graphic Design and Publishing
Unit Title:	Writing Copy
Target Course/Grade Level:	Publishing/12
Unit Summary: Students will become proficient in writing clear, attention-catching captions, headlines, interviews, quick reads, and stories. The writing will emphasize use of active verbs.	
21st century themes: Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Media Fluency; Collaboration.	
Learning Targets	
Standards	
Common Core English Language Arts Standards – Reading: Informational Text	
Common Core English Language Arts Standards – Writing	
Common Core English Language Arts Standards – Speaking and Listening	
Common Core English Language Arts Standards – Language	
2009 New Jersey Core Curriculum Content Standards – 21st Century Life Skills and Careers	
Standard 9.1 21st-Century Life and Career Skills	
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
CPI#	Cumulative Progress Indicator (CPI)
ELA W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
ELA W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELA W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ELA W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
ELA W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELA W.11-12.9	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELA SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
ELA SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
ELA L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ELA L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELA L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA 11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
ELA L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
21 st Century Life Skills 9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
21 st Century Life Skills 9.1.12.B.2	Create and respond to a feedback loop when problem solving.

Unit Essential Questions

- How do publications use headlines to capture readers' attention?
- What are the elements of a good feature news story?
- How do captions influence the readers' perception of the photograph?
- How does choice of language affect the bias of a news story?
- How does a writer create a coherent news story?
- Why is solid research important to writing a news story?
- How does a writer research information for a news story?

Unit Enduring Understandings

- Sentences must be complete and clear. Variety in sentence structure helps to engage the reader and make meaning more clear. Sometimes, unconventional sentence structure is appropriate for an intended effect upon the reader.
- Different types of structures are appropriate for different purposes, audiences, and different forms of writing. Paragraphs and whole texts must be unified and coherent.
- Structural elements such as context, meaningful order of ideas, transitional elements, and conclusion all help make meaning clear for the reader.
- Writers need to choose their words/language with care, depending on the content, purpose, and audience.
- Language should be concise and precise. Strong verbs and nouns, concrete details, and sensory language help make meaning clear to the reader.
- Standard grammar and usage are important in making meaning clear to the reader; nonstandard or unconventional grammar may be used for intended effect.
- Writers need to use correct spelling, punctuation, and capitalization.
- Writers need to document sources/give credit for the ideas of others.
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Unit Learning Targets

Students will...

- Compose a variety of different leads appropriate to the content and purpose of a news, feature, editorial or other type of article and advance it using direct quotes, facts, evidence, examples, and counterarguments.

- Select appropriate and relevant information (excluding extraneous details) to set context
- Address audience needs and anticipate audience questions or misunderstandings
- Select and build context for language appropriate to content (technical, formal)
- Control and enhance the flow of ideas through transitional words or phrases appropriate to text structure
- Support judgments with substantial evidence and purposeful elaboration
- Draw a conclusion by synthesizing information
- Revise writing using feedback to maximize effect on audience and to calibrate purpose
- Create headlines, sub-headlines, captions, and objective informational text for each yearbook spread. All spread stories will include an introduction, appropriate transitions, quotations, and a conclusion. Students will also include any appropriate graphics on each spread
- Conduct research and interviews to obtain information for each yearbook spread
- Organize information and eliminate any unnecessary information

Evidence of Learning

Summative Assessment (5 days) Completed headline, copy, and captions for yearbook spread.

Equipment Needed: Computers with InDesign; Proxima

Teacher Resources: PowerPoint Presentation; *Teaching Yearbook Journalism*.

Formative Assessments

- Quizzes
- Writing captions for sample photographs
- Writing headlines for sample stories
- Sample Interview questions
- Mock Interviews
- Worksheets

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Vocabulary of Copy	1 class period
2	Writing Interview Questions and Conducting an Interview	1 class period
3	Elements of a Feature News Story	1 class period
4	Elements of a Sports Story	1 class period
5	Writing with an Angle	1 class period
6	Leads	1 class period
7	Transitions and Quote Attribution	1 class period
8	Writing Headlines	1 class period
9	Writing Captions	1 class period

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Herff Jones, comp. *Teaching Yearbook Journalism*. Gettysburg, PA: Herff Jones, 2011. Print.

Unit Overview
Content Area: Graphic Design and Publishing

Unit Title: Putting It All Together

Target Course/Grade Level: Publishing/12

Unit Summary: Students will become proficient in synthesizing the elements of graphic design, researching/interviewing, writing, photography, and editing completed yearbook layouts. Students will use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Through the use of social media, document collaboration technologies (such as Google apps) Yearbook students assemble photos and copy and gather facts and feedback from a wide range of digital platforms.

21st century themes: Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Media Fluency; Collaboration.

Learning Targets
Standards

Common Core English Language Arts Standards – Reading: Informational Text

Common Core English Language Arts Standards – Writing

Common Core English Language Arts Standards – Speaking and Listening

Common Core English Language Arts Standards – Language

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Standard 9.1 21st-Century Life and Career Skills

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CPI#	Cumulative Progress Indicator (CPI)
ELA RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
ELA RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
ELA W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELA W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ELA	Use technology, including the Internet, to produce, publish, and update individual or shared writing

W.11-12.6	products in response to ongoing feedback, including new arguments or information.
ELA W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELA W.11-12.9	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELA SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
ELA SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
ELA SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
ELA L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ELA L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ELA L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
ELA L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Educational Technology 8.2.4.B.1	Develop a product using an online simulation that explores the design process.
Educational Technology 8.2.8.B.1	Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.
Educational Technology 8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
21 st Century Life Skills 9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
21 st Century Life Skills 9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
21 st Century Life Skills 9.1.12.B.2	Create and respond to a feedback loop when problem solving.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> How do graphic designers incorporate all the elements of design in a publication? • How do editors meet deadlines? • How do designers collaborate on projects? • How does a journalist differentiate between authoritative and non-authoritative electronic sources? • How might web-based online survey/polling tools enhance data collection for a journalistic purpose? • How can digital resources help to better organize a student publication so information is more easily accessible? • How can new and emerging web technologies enhance the collaborative work of student journalists? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Cooperation and collaboration are essential to complete assignments and meet deadlines. • Organization, communication, and careful planning are tools to be used for successful completion of publication deadlines. • Creating and combining photography, art, graphics, headlines, stories, and captions in layout and design are essential elements in yearbook production.
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. • Communicate information and ideas effectively to multiple audiences using a variety of media and formats. • Contribute to project teams to produce original works or solve problems. • Work together with other students to gather information from current social media (such as e-mail, Facebook, YouTube, Twitter, Google+) • Use current and emerging print technology to communicate the events of a year and the people in a school and its community. • Where applicable, use new and emerging web technologies (such as Google apps, wikis) to manage and organize pages for publication, copy, feedback, brainstorming ideas, story assignments • Students will apply digital tools to gather, evaluate, and use information • Use current digital survey/polling tools (such as Survey Monkey, Google, Facebook) forms to collect survey results for a variety of purposes • Differentiate between authoritative and non-authoritative electronic sources • Correctly credit sources of information for facts, photographs, and infographics • Adhere to copyright law for images and information gathered electronically • Use digital tools to solve problems, or overcome challenges managing their publications • Plan, evaluate and revise content for selected media though reporting, writing, editing, photograph, layout and design • Apply all knowledge of design, writing, photography, and staff procedure to produce usable pages for the current issue of the yearbook 	
<p>Evidence of Learning</p>	
<p>Summative Assessment (Each deadline) Completed deadline with layout, headline, copy, and captions in correctly packaged format Equipment Needed: Computers with InDesign, PhotoShop, and Illustrator; Proxima Teacher Resources: PowerPoint Presentation; <i>Teaching Yearbook Journalism</i>.</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Observations/Conversations/Work Samples • Student questions/comments • Informal writing samples • Published writing 	

- Critique of final product
- Final page layouts
- Group/individual projects
- Peer-and Self-assessments

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days per deadline)
1	Class discussion of possible page topics for upcoming deadline	1 class period
2	Main story idea (research and collaboration with partner)	2 class periods
3	Interview/Survey Questions	2 class periods
4	Layout (rough design)	3 class periods
5	Rough draft of story with quotes	2 class periods
6	Photos with ImageIn	3 class periods
7	Writing Captions	1 class period
8	Writing Headlines	1 class period
9	Peer Review layout	1 class period
10	Peer Review story	1 class period
11	Edit story	1 class period
12	Final page layout	4 class periods

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Herff Jones, comp. *Teaching Yearbook Journalism*. Gettysburg, PA: Herff Jones, 2011. Print.

Unit Overview
Content Area: Graphic Design and Publishing

Unit Title: Logo Design

Target Course/Grade Level: Publishing/12

Unit Summary: Developing a logo is an important step for any company. This one simple graphic will represent a company and give the public a first impression of who that company is from now on.

You have been assigned the task of designing a corporate logo using your initial. As the president of the firm, you must identify exactly what your company sells, the attitude of the company, and what your logo should convey about your company. Remember to use the elements and principles to help you make decisions about the logo's design.

21st century themes: Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Media Fluency; Collaboration.

Learning Targets
Standards

Common Core English Language Arts Standards – Reading: Informational Text

Common Core English Language Arts Standards – Writing

Common Core English Language Arts Standards – Speaking and Listening

2009 New Jersey Core Curriculum Content Standards – Educational Technology
Standard 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Standard 8.2 Technology Education, Engineering and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

2009 New Jersey Core Curriculum Content Standards – 21st Century Life Skills and Careers
Standard 9.1 21st-Century Life and Career Skills

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CPI#	Cumulative Progress Indicator (CPI)
ELA RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
ELA RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
ELA RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
FLA 11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
ELA W.11-12.9	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and

SL.11-12.1	teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELA SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
ELA SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
ELA SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Educational Technology 8.2.4.B.1	Develop a product using an online simulation that explores the design process.
Educational Technology 8.2.8.B.1	Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.
21 st Century Life Skills 9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
21 st Century Life Skills 9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
21 st Century Life Skills 9.1.12.B.2	Create and respond to a feedback loop when problem solving.

Unit Essential Questions

- How and why do brands change their logos?
- When you look at a company's logo, what do you think about?
- What makes a good logo?
- How can text and images work together to create a strong visual message?
- How can text and images work together to enhance the look of a product and assist in its marketability?
- How can text and images work together to create a visual pleasing logo for a business?

Unit Enduring Understandings

- Logos are designed to reflect the image of a business or organization.
- Color is an essential element in logo design.
- Logos influence the consumer's attitude.

Unit Learning Targets

Students will...

- Evaluate difference between a logo and a ligature
- Understand elements of good logo design
- Identify mistakes to avoid in designing logos
- Apply knowledge of distorting text
- Analyze the use of color in logos
- Apply knowledge of color in designing logos
- Identify 10 synectic triggers used in design
- Analyze use of negative space in design
- Create 10 logos/ligatures using own initials
- Evaluate peer logos/ligatures for use of color, synectic triggers, and effectiveness

Evidence of Learning
Summative Assessment (1 week) Completed logos/ligatures

Equipment Needed: Computers with InDesign, PhotoShop, and Illustrator; Proxima

Teacher Resources: PowerPoint Presentation;

Formative Assessments

- Observations/Conversations/Work Samples
- Student questions/comments
- Critique of final product
- Individual projects
- Peer-and Self-assessments
- Worksheets

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction to Typographical Design	1 class period
2	Changing the Shape of Letters	2 class periods
3	Type on a Path	1 class period
4	Elements of Good Design	2 class periods
5	Avoiding Logo Design Mistakes	2 class periods
6	Analyzing Use of Color	2 class periods
7	Synecletic Triggers	2 class periods
	Understanding Negative Space	1 class period
	Envelope Distortion	1 class period
10	10 Logos/Ligatures	10 class periods
11	Peer Critique	1 class period
12	Final Exhibition	1 class period

Teacher Notes:
Curriculum Development Resources

Click links below to access additional resources used to design this unit:

1. Typographical design – video/podcast <http://www.youtube.com/watch?v=Zyhu7gZfu-Q>
2. Changing shapes of letters – Using Illustrator, print one design illustrating changing shape of letters after viewing podcast http://www.youtube.com/watch?v=1L-IB0_YveA
3. Type on path http://www.youtube.com/watch?v=3qy7X87_IZY Present one sample.
4. <http://ideas.overnightprints.com/the-five-essential-elements-of-effective-logo-design/>
5. Logo Design mistakes - <http://justcreative.com/2010/08/24/logo-design-mistakes/>
6. Analyze use of color and meaning behind colors. <http://www.smashingmagazine.com/2010/01/28/color-theory-for-designers-part-1-the-meaning-of-color/> . (See chart on following page. Print completed chart.)
7. Know your brand name – play one game identifying logos at <http://www.atissuejournal.com/2009/08/05/quiz-know-your-brand-alphabet/>
8. Comprehend 11 synectic triggers and applies knowledge by providing an example of each and defining http://www.rawumber.com/education/level1/Synecitics/synecitic_triggers.htm
9. Understand the difference between negative and positive space View <http://designreviver.com/articles/use-of-negative-space-in-graphic-design/> Locate three examples and explain effectiveness. (See chart on next pages and print completed chart.)

Unit Overview
Content Area: Graphic Design and Publishing

Unit Title: Business Card

Target Course/Grade Level: Publishing/12

Unit Summary: It can be exciting to get and use a business card, especially the first time. Often, however, people don't have control over the design of the card that represents them. In this project, students create a business card, and in the process, they learn about typography and layout design. Students also investigate how tone, audience, and purpose impact design decisions, whether they're representing themselves or an organization. Finally, students engage in a formal review and redesign process to help them improve and expand their design skills.

21st century themes: Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Media Fluency; Collaboration.

Learning Targets
Standards

Common Core English Language Arts Standards – Reading: Informational Text

Common Core English Language Arts Standards – Writing

Common Core English Language Arts Standards – Speaking and Listening

Common Core English Language Arts Standards – Language

2009 New Jersey Core Curriculum Content Standards – Educational Technology
Standard 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Standard 8.2 Technology Education, Engineering and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

2009 New Jersey Core Curriculum Content Standards – 21st Century Life Skills and Careers
Standard 9.1 21st-Century Life and Career Skills

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CPI#	Cumulative Progress Indicator (CPI)
ELA RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
ELA RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
ELA RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
ELA W.11-12.9	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others'

	ideas and expressing their own clearly and persuasively.
ELA SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
ELA SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
ELA SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
ELA L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ELA L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Educational Technology 8.2.4.B.1	Develop a product using an online simulation that explores the design process.
Educational Technology 8.2.8.B.1	Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.
21 st Century Life Skills 9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
21 st Century Life Skills 9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
21 st Century Life Skills 9.1.12.B.2	Create and respond to a feedback loop when problem solving.
21 st Century Life Skills 9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
21 st Century Life Skills 9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets
21 st Century Life Skills 9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
Unit Essential Questions <ul style="list-style-type: none"> • Why are professional business cards important to the modern business environment? • What different kinds of messages can a business card convey about its provider? • How does a business card reflect the image of business? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Students will understand that professional business cards are an important tool in business transactions and professional contacts. • Business cards are often considered to be one of the most powerful marketing tools for a company or individual. • Business cards list basic contact information, interests, skills, employer, and company name, providing an easy way to make business and professional contacts.

Unit Learning Targets

Students will...

- Create a business card that includes all necessary contact information
- Understand the impact of typography
- Understand the relationship between color, typography, layout, and tone
- Design for readability
- Understand different print formats
- Understand sustainable design techniques
- Apply principles of print design
- Design for a specific audience
- Evaluate and analyze business cards
- Present a design layout to a group

Evidence of Learning

Summative Assessment (1 week) Completed business cards

Equipment Needed: Computers with InDesign, PhotoShop, and Illustrator; Proxima

Teacher Resources: PowerPoint Presentation;

Formative Assessments

- Observations/Conversations/Work Samples
- Student questions/comments
- Critique of final product
- Individual projects
- Peer-and Self-assessments
- Worksheets

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction to Elements of Business Cards	1 class period
2	Analyze Business Cards	1 class period
3	Readability	1 class period
4	Visual Hierarchy	1 class period
5	Fonts	1 class period
6	Rule of Thirds and Alignment	1 class period
7	Using Color and Graphics	2 class periods
8	Using Rule Lines and Fonts	2 class periods
9	Design Three Cards	5 class periods

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Business Card Project

http://ftp.schoolnet.lk/Adobe/Adobe%20Digital%20Careers%20Teching%20Resources/assets/visual/vdu3_a4.pdf

Unit Overview

Content Area: Graphic Design and Publishing

Unit Title: Cereal Box Project

Target Course/Grade Level: Publishing/12

Unit Summary: It can be exciting to get and use a business card, especially the first time. Often, however, people don't have control over the design of the card that represents them. In this project, students create a business card, and in the process, they learn about typography and layout design. Students also investigate how tone, audience, and purpose impact design decisions, whether they're representing themselves or an organization. Finally, students engage in a formal review and redesign process to help them improve and expand their design skills.

21st century themes: Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Media Fluency; Collaboration.

Learning Targets

Standards

Common Core English Language Arts Standards – Reading: Informational Text

Common Core English Language Arts Standards – Writing

Common Core English Language Arts Standards – Speaking and Listening

2009 New Jersey Core Curriculum Content Standards – Educational Technology

Standard 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Standard 8.2 Technology Education, Engineering and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

2009 New Jersey Core Curriculum Content Standards – 21st Century Life Skills and Careers

Standard 9.1 21st-Century Life and Career Skills

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CPI#	Cumulative Progress Indicator (CPI)
ELA RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
ELA RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
ELA RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
ELA W.11-12.9	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ELA SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
ELA SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
ELA SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Educational Technology 8.2.4.B.1	Develop a product using an online simulation that explores the design process.
Educational Technology 8.2.8.B.1	Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.
21 st Century Life Skills 9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
21 st Century Life Skills 9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
21 st Century Life Skills 9.1.12.B.2	Create and respond to a feedback loop when problem solving.
21 st Century Life Skills 9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
21 st Century Life Skills 9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets
21 st Century Life Skills 9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Unit Essential Questions

- What is branding?
- Why is it important?
- How do product designs affect the product?
- What goes into creating a product's packaging?
- What are the elements of design?

Unit Enduring Understandings

- Packaging of products is a big business.
- Cereal companies create packages that appeal to the target consumer.
- Color, text, and images are essential elements in marketing cereal.

Unit Learning Targets

Students will...

- Create a cereal box that appeals to a target audience
- Understand the impact of typography, color, and graphics in cereal packaging
- Understand the relationship between color, typography, layout, and tone
- Apply principles of print design
- Design for a specific audience
- Evaluate and analyze cereal boxes
- Present a design layout to a group

Evidence of Learning

Summative Assessment (1 week) Completed cereal box

Equipment Needed: Computers with InDesign, PhotoShop, and Illustrator; Proxima

Teacher Resources: PowerPoint Presentation;

Formative Assessments

- Observations/Conversations/Work Samples
- Student questions/comments
- Critique of final product
- Individual projects
- Peer-and Self-assessments
- Worksheets

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
	Introduction to Elements of Packaging	1 class period
2	Analyze Cereal Boxes	1 class period
3	Contrast	1 class period
4	Proximity	1 class period
5	Contrast	1 class period
9	Design 3-D cereal box	3 class periods

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Cereal Marketing: Designed Boxes to Attract Kids
http://www.youtube.com/watch?v=6_3AGOh_xkk

An enduring mascot in a world of flakes
<http://uk.reuters.com/video/2014/07/20/an-enduring-mascot-in-a-world-of-flakes?videoid=238831435>

Unit Overview

Content Area: Graphic Design and Publishing

Unit Title: Concert Poster

Target Course/Grade Level: Publishing/12

Unit Summary: Music and concerts are an important part of a teen’s life. Concert posters have been a recognized art form for decades. Students will analyze and evaluate a variety of concert posters, identifying the elements of design used. Students will then create two concert posters that include the necessary concert information in a visually engaging manner that utilizes the principle of design.

21st century themes: Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Media Fluency; Collaboration.

Learning Targets

Standards

Common Core English Language Arts Standards – Reading: Informational Text

Common Core English Language Arts Standards – Writing

Common Core English Language Arts Standards – Speaking and Listening

Common Core English Language Arts Standards – Language

2009 New Jersey Core Curriculum Content Standards – Educational Technology

Standard 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Standard 8.2 Technology Education, Engineering and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

2009 New Jersey Core Curriculum Content Standards – 21st Century Life Skills and Careers

Standard 9.1 21st-Century Life and Career Skills

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CPI#	Cumulative Progress Indicator (CPI)
ELA RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
ELA RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
ELA RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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ELA SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		
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ELA SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		
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Educational Technology 8.2.8.B.1	Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.		
21 st Century Life Skills 9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.		
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21 st Century Life Skills 9.1.12.B.2	Create and respond to a feedback loop when problem solving.		
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21 st Century Life Skills 9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets		
21 st Century Life Skills 9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.		
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Unit Learning Targets

Students will...

- Create 2 concert posters illustrating the use of 3 elements of design
- Understand the principles and elements of design
- Understand the impact of typography, color, and graphics in concert posters
- Understand the relationship between color, typography, layout, and tone
- Design for a specific audience
- Evaluate and analyze concert posters
- Present a design layout to a group

Evidence of Learning

Summative Assessment (1 week) Completed concert poster

Equipment Needed: Computers with InDesign, PhotoShop, and Illustrator; Proxima

Teacher Resources: PowerPoint Presentation;

Formative Assessments

- Observations/Conversations/Work Samples
- Student questions/comments
- Critique of final product
- Individual projects
- Peer-and Self-assessments
- Worksheets

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
	Principles of Design	1 class period
2	Individual Poster Research	1 class period
3	Analyze Posters and Identify Principles used	1 class period
4	Sketch 2 Poster Designs	1 class period
5	Design 2 Concert Posters	4 class periods
6	Peer Review	1 class period

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Elements and Principles of Design

<https://sites.google.com/site/nhsdada/elements-principles-of-design>

Poster Images

<http://www.gigposters.com/>

Unit Overview

Content Area: Graphic Design and Publishing

Unit Title: Visual Irony

Target Course/Grade Level: Publishing/12

Unit Summary: The world is full of images, and students must become strong critical evaluators of the visual messages they face. Visual irony is the use of images that convey a message that is *opposite* of what is expected. Visual irony contains a **combination of images that contradict each other**.

21st century themes: Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Media Fluency; Collaboration.

Learning Targets
Standards

Common Core English Language Arts Standards – Reading: Informational Text

Common Core English Language Arts Standards – Writing

Common Core English Language Arts Standards – Speaking and Listening

Common Core English Language Arts Standards – Language

2009 New Jersey Core Curriculum Content Standards – Educational Technology
Standard 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Standard 8.2 Technology Education, Engineering and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

2009 New Jersey Core Curriculum Content Standards – 21st Century Life Skills and Careers
Standard 9.1 21st-Century Life and Career Skills

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CPI#	Cumulative Progress Indicator (CPI)
ELA RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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ELA RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
ELA RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
ELA RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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Educational Technology 8.2.4.B.1	Develop a product using an online simulation that explores the design process.
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21 st Century Life Skills 9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
21 st Century Life Skills 9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
21 st Century Life Skills 9.1.12.B.2	Create and respond to a feedback loop when problem solving.
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21 st Century Life Skills 9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Unit Essential Questions

- What is irony?
- What is visual irony?
- What are the elements of visual analysis?
- How are visual images used to make immediate and subtle arguments?
- How are layers used in PhotoShop?

Unit Enduring Understandings

- Visual messages and arguments are pervasive.
- People must become good critical viewers of visual messages.
- Photographers and television producers manipulate and influence viewers in specific and subtle ways.
- Visual rhetoric communicates in ways that spoken or printed rhetoric sometimes cannot.

Unit Learning Targets

Students will...

- Understand visual rhetoric and identify the benefits of using visual images to make arguments.
- Comprehend a working vocabulary by which they can discuss how visual images are intentionally and purposely used to convey particular arguments — just as rhetorical strategies help writers influence and persuade.
- Understand the purposefulness, subtlety, and complexity of visual rhetoric that makes an argument.
- Understand the similarities and overlaps between rhetorical strategies in visual and written texts.
- Synthesize the skills in visual rhetoric
- Create a poster illustrating a message using visual irony.

Evidence of Learning

Summative Assessment (1 week) Completed visual irony poster

Equipment Needed: Computers with InDesign, PhotoShop, and Illustrator; Proxima

Teacher Resources: PowerPoint Presentation;

Formative Assessments

- Observations/Conversations/Work Samples
- Student questions/comments
- Critique of final product
- Individual projects
- Peer-and Self-assessments
- Worksheets

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Define Irony and Visual Irony	1 class period
2	Using Layers in PhotoShop	1 class period
3	Locate images of visual irony	1 class period
4	Design poster	2 class period
5	Peer Review	1 class period

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Elements and Principles of Design

<https://sites.google.com/site/nhsdada/elements-principles-of-design>

Poster Images

<http://www.gigposters.com/>

Unit Overview

Content Area: Graphic Design and Publishing

Unit Title: Wedding Invitations

Target Course/Grade Level: Publishing/12

Unit Summary: Wedding Invitations are a booming business. Students will review themes in wedding invitations and all the related components in designing the wedding invitation package.

21st century themes: Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Media Fluency; Collaboration.

Learning Targets

Standards

Common Core English Language Arts Standards – Reading: Informational Text

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Unit Essential Questions

- How do wedding invitations establish theme?
- What are the parts of the wedding invitations?
- How do the parts work together to form a unit?

Unit Enduring Understandings

- Wedding invitation design is a big business.
- Wedding invitations use a theme to unite the elements of the packet and wedding..
- Color, text, and images are essential elements in invitation design.

Unit Learning Targets

Students will...

- Create a wedding invitation, save the date, RSVP card, thank you card, and direction card
- Understand the impact of typography, color, theme, and graphics in invitations
- Understand the relationship between color, typography, layout, and tone
- Apply principles of print design
- Design for a specific audience
- Evaluate and analyze wedding invitation packets
- Present a design layout to a group

Evidence of Learning

Summative Assessment (1 week) Completed wedding invitation packet

Equipment Needed: Computers with InDesign, PhotoShop, and Illustrator; Proxima

Teacher Resources: PowerPoint Presentation;

Formative Assessments

- Observations/Conversations/Work Samples
- Student questions/comments
- Critique of final product
- Individual projects
- Peer-and Self-assessments
- Worksheets

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction to Elements of Packaging	1 class period
2	Analyze Wedding Invitation Themes	1 class period
3	Locate and review wedding invitations	1 class period
4	Design wedding invitation packets	7 class periods

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit: