

Digital Graphics and Webpage Design Curriculum

BLOOMFIELD PUBLIC SCHOOLS

Bloomfield, New Jersey

Curriculum Guide

Digital Graphics and Webpage Design Grades 10-12

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Digital Graphics and Webpage Design Curriculum

Introduction

Computer Graphics/Web Design is a yearlong, project-based curriculum that develops career and communication skills in print production and graphic design, using Adobe tools. *Visual Design* develops four key skill areas:

- Project management and collaboration
- Design
- Research and communication
- Professional print production using graphic design tools

Students develop these key skills in a spiral—each project adds more challenging skills to foundation proficiencies. Students experience subject areas and skills across careers in graphic design, photography, print and layout design, and production.

This curriculum is based on Adobe Systems collaboration with a community of educators across the US and UK to develop the appropriate depth and breadth of each project. Additionally, Adobe collaborated and co-developed this content with the International Society of Technology Education (ISTE) to create standards-aligned, career-track, course materials that focus on print production and graphic design.

Visual Design addresses each of these areas, using a project-based approach. Each project has phases that follow a design and development process, from project planning and analysis to evaluation and distribution. Students gain experience through real-world projects that help them better understand the roles and processes across a broad range of careers involving visual design. To simulate a professional work environment, students gradually migrate their design work from an individual process to a group process, focused on personal and client work. Design work by its very nature is iterative, so the projects contain activities that require students to evaluate and then redesign and rework their communications. Specific attention has been paid to developing concepts and principles for thorough, effective design.

Each project guideline provides structure for the content and process of a project while allowing flexibility for the instructor to tailor the level of social and technical interaction appropriate for students. For example, you can manage client work within the school or open it up to involve the community at large.

OVERARCHING UNDERSTANDINGS: Computer technologies enable students to solve real world problems, enhance life and extend human capability as they meet the challenges of a dynamic global society.

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Materials

Textbook:

Adobe Systems Incorporated Visual Design Foundations of Design and Print Production 2008.

Supplementary Text:

Adobe Photoshop CS4 Classroom in a Book; Adobe Photoshop CS6 Classroom in a Book
The Web Collection Revealed

Classroom Computer Setup

Windows

- 1.8GHz or faster processor
- Microsoft® Windows® XP with Service Pack 2 (Service Pack 3 recommended) or Windows Vista™ Home Premium, Business, Ultimate, or Enterprise with Service Pack 1 (certified for 32-bit Windows XP and 32-bit and 64-bit Windows Vista)
- 512 MB of RAM (1 GB recommended)
- 1 GB of available hard-disk space for installation; additional free space required during installation (cannot install on flash-based storage devices)
- 1,024 x 768 display (1,280 x 800 recommended) with 16-bit video card
- Some GPU-accelerated features require graphics support for Shader Model 3.0 and OpenGL 2.0
- DVD-ROM drive
- QuickTime 7.2 software required for multimedia features
- Broadband Internet connection required for online services

Other Peripherals

- Digital Scanner
- Digital Cameras

References

Adobe Systems Incorporated Visual Design Foundations of Design and Print Production 2008.

State of New Jersey, Department of Education. "Core Curriculum Content Standards." Curriculum and Instruction. 2006. State of New Jersey. 8 July 2009
<<http://www.nj.gov/education/aps/cccs/>>.

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Sequence of Material

Projects for Marking Period 1 and 2 The first semester of *Computer Graphics/Web Design* develops skills that lay the foundation for photography and producing print-ready communications: graphic design principles, visual comps, print production development, shared project management skills such as interviewing and project scheduling, peer review, and redesign. Project activities focus on developing effective communications that can be deployed in print, on the web, or in a video. Students develop a variety of graphics, a logo, a business card, and a client advertisement. They produce design documents and visual comps that clients review. Students culminate the semester with a portfolio project during which they reflect on the skills and topics they've covered thus far and begin to explore the career areas that interest them in visual design. The key skills emphasized in this semester are:

- Soft skills such as interviewing and responding to feedback
- Designing for a variety of audiences and needs
- Problem solving that helps support multiple perspectives
- The design process and effective communication
- Peer teaching and evaluation in a collaborative environment
- Technical image manipulation and print publishing skills

In the first semester, students use Adobe Photoshop CS4 Extended to develop images. They use Adobe InDesign CS4 to design and build layouts and print materials. They use Adobe Acrobat 9 Professional to review and improve content, produce print-ready materials, and develop a portfolio.

Projects for Marking Period 3 and 4 The second semester of *Computer Graphics/Web Design* builds on student design and development skills by focusing on longer print production projects as well as more in-depth content and advanced techniques for graphics and layout development. Students continue to work on teams to produce rich print communications such as brochures, newsletters, and yearbooks. They focus on effective graphic design, project management, design specifications, and iterative development. They develop graphic-design and print-production skills that solve specific communication challenges to meet client and audience needs. They build technical skills to address project needs and learn to track complex projects. Students culminate this semester with a portfolio redesign that has them project forward on their aspirations, goals, and interests. The key skills emphasized in this semester are:

- Project management skills such as task management, client management, milestone tracking, and contingency planning
- Illustration and drawing
- Communication with peers and team members, using project plans or specifications
- Design and redesign
- Technical graphic- and print-production skills such as creating vector-based graphics and filters
- Design solutions, including multi-page and double-page layouts

In the second semester, students learn Adobe Illustrator CS4 to create vector-based graphics and illustrations to add interest.

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UBD COURSE OUTLINE

Big Idea: The application of the principles of design combine with the digital manipulation of pixels in text and images is one of the most rapidly growing computer fields.

Critical Vocabulary:

Ambient light

Archival

Aperture

ApplicationBuffer

Burning

CCD

CD-R

CD-RW

CMOS

CMYK

CompactFlash™

Contrast

Digital camera

Download (downloading)

DPI

EXIF

External flash

File

Fill flash

Fire

FireWire

Grayscale

Highlights

Histogram

Image browser

Image editor

Image resolution

Inkjet

ISO speed

JPEG

LCD

Media

Megabyte (MB)

Memory Stick®

NiMH

Panning

Pixel

RAW

Red-eye

RGB

Saturation

Sensitivity

Serial

Sharpness

Shutter speed

SmartMedia™

Thumbnail

USB

White balance

Essential Questions:

What computer skills are necessary in our world of constant technology change?

What knowledge about the computer can be transferred to new technology situations and experiences?

What computer skills do I most need to develop computer literacy?

What is important to know in selecting a digital camera and computer for a specific use?

What are the strengths and weaknesses of digital cameras and computers?

How is a digital camera and computer connected to everyday life?

How can a digital camera and computer help expedite workflow and manage tasks in society?

What are the differences in applications, hardware and software?

What are the different tools in Adobe Creative Suite used for?

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Established Goals: New Jersey Core Curriculum Content Standards

Content Area Standards (Used in this curriculum)

8.1.12.A; 8.1.12.C.1; 8.1.12.D.1; 8.1.12.D.4; 8.1.12.E.2; 8.1.12.F.2;
9.4.12.D.4.1; 9.4.12.D.4.3; 9.4.12.D.4.4; 9.4.12.D.4.9; 9.4.12.D.4.10; 9.4.12.D.10.2

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.

A. Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

C. Communication and Collaboration: Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

D. Digital Citizenship: Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.

8.1.12.D.1 Evaluate policies on unauthorized electronic access (i.e., hacking) and disclosure and on dissemination of personal information.

8.1.12.D.4 Explain the impact of cyber crimes on society.

E. Research and Information Literacy

Effective use of digital tools assists in gathering and managing information.

8.1.12.E.2 Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

F. Critical Thinking, Problem Solving, and Decision-Making

Information accessed through the use of digital tools assists in generating solutions and making decisions.

8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

9.4 21ST Century Career and Technical Education

9.4.D Business, Management & Administration Career Cluster

4. Information Technology Applications - technology specific to the career cluster to access, manage, integrate, and create information.

9.4.12.D.4.1 Employ technological tools to expedite workflow.

9.4.12.D.4.3 Operate Internet applications to perform workplace tasks.

9.4.12.D.4.4 Operate writing and publishing applications to prepare business communications.

9.4.12.D.4.9 Employ computer operations applications to manage work tasks.

9.4.12.D.4.10 Use computer-based equipment, containing embedded computers or processors, to control devices.

10. Technical Skills - the required technologies to pursue targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.

9.4.12.D.10.2 Employ planning and time management skills and tools in the classroom and/or worksite to enhance results and complete work tasks.

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Title of Unit	Collages and Photography	Grade Level	10-12
Curriculum Area	D	Time Frame	10-15 days
Developed By			
Desired Results (Stage 1)			
Established Goals			
To produce quality images for print, web, and video, students need to understand essential graphic design principles and how digital images are created. Adobe Photoshop CS4 Extended is an image-manipulation tool that can help students analyze, enhance, and edit images. In this project, students learn the basics of photography, image composition, and elements of visual design as they create a collage.			
Primary Interdisciplinary Connections			
21 st Century Interdisciplinary Themes:			
<input type="checkbox"/> Global Awareness		<input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy	
<input type="checkbox"/> Civic Literacy		<input type="checkbox"/> Health Literacy	
Transfer			
Students will be able to independently use their learning to...			
Take photos and gather images from various sources, identifying elements of visual design that reflect good composition. They use Photoshop to retouch and manipulate these photos and images to build a collage. Through this process, they learn about copyright issues and document their learning by using Adobe Acrobat 9 Professional.			
Student product: Collage			

Digital Graphics and Webpage Design Curriculum

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>Demonstrate knowledge of standard copyright rules for images and image use.</p> <p>Demonstrate knowledge of image resolution, image size, and image file format for web, video, and print.</p> <p>Demonstrate knowledge of design principles, elements, and image composition.</p> <p>Demonstrate knowledge of color correction using Photoshop CS4.</p> <p>Demonstrate knowledge of image-generating devices, their resulting image types, and how to access resulting images in Photoshop.</p> <p>Understand key terminology of digital images.</p> <p>Identify elements of the Photoshop CS4 user interface and demonstrate knowledge of their functions.</p> <p>Demonstrate knowledge of layers and masks.</p> <p>Demonstrate knowledge of importing, exporting, organizing, and saving.</p> <p>Demonstrate knowledge of working with selections and measurement.</p> <p>Transform images.</p> <p>Adjust the tonal range and correct the color of an image.</p> <p>Demonstrate knowledge of retouching and blending images.</p>	<p>What are the elements of design?</p> <p>What are the principles of design?</p> <p>How does Math and English play a part in graphic design?</p> <p>How does graphic design relate to everyday life?</p>
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
<p>Design skills</p> <ul style="list-style-type: none"> Understand image composition Understand color correction and effects Understand file formats, resolution, and file size Understand image source Understand techniques used to create visual hierarchy <p>Research and communication skills</p> <ul style="list-style-type: none"> How to communicate information clearly, using correct terminology 	<p>Project management skills</p> <ul style="list-style-type: none"> Plan and create a collage Organize and manage images Manage files and using file-naming conventions <p>Technical skills</p> <ul style="list-style-type: none"> Use a digital camera Scan images <p><i>Photoshop</i></p>

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<ul style="list-style-type: none"> • Understand copyright issues and fair-use guidelines • How to analyze and critique photographs 		<ul style="list-style-type: none"> • Understand the Adobe Photoshop CS4 Extended interface • Import and work with various file formats • Work with layers • Retouch photos by using selection tools • Adjust brightness and contrast • Adjust levels and colors • Crop, resize, and straighten images • Transforming images <p><i>Acrobat</i></p> <ul style="list-style-type: none"> • Create a PDF
Evidence (Stage 2)		
<u><i>Checks for Alignment</i></u>	<u><i>Evaluation Criteria</i></u> Performance is judged in terms of...	<u><i>Assessment Evidence</i></u>
		<u>Transfer Task(s)</u> Formative
		Summative

Digital Graphics and Webpage Design Curriculum

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
	Introducing photography, color, and design (Suggested time: 50–100 minutes)	<ul style="list-style-type: none"> • Adobe Photoshop CS4 Extended installed on all machines • Adobe Acrobat 9 Professional installed on all machines • Digital cameras • Scanners • Guide: Introduction to digital photography • Photoshop guide: Overview of Adobe Photoshop CS4 Extended workspace • Guide: How to scan images • Photoshop guide: How to correct color • Photoshop guide: How to retouch photos • Photoshop guide: How to generate different file formats • Photoshop guide: How to resize and crop images • Photoshop guide: How to use selection tools • Photoshop guide: Combining images in Photoshop • Guide: Principles and rules of copyright • Acrobat guide: How to use the Acrobat interface and basic navigation • Acrobat guide: How to create a PDF <p>Background preparation resources</p> <ul style="list-style-type: none"> • Technical and content information • Key terms • ISTE NETS*S Standards for Students • Adobe Certified Associate, Visual Communication objectives
	Constructing the collage (Suggested time: 100–150 minutes)	
	Creating and presenting their work (Suggested time: 25–50 minutes)	
	Suggested Activities	Suggested Resources
	<i>Composition:</i> Engage students in deeply exploring composition elements by using Camera Raw files or video stills to manipulate the image and its metadata (such as zoom, hand, white balance, cropping, color	

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Learning Plan (Stage 3)		
	samplers, Camera Raw workflow options, FilmStrip format, and non-square pixels).	
	<i>Design principles:</i> Have students research design principles as they apply to photography, graphic design, and fine art. Have them distinguish the ways these principles are applied and represented in the different areas and then present their findings.	
	Photographers: Have students research famous photographers and their work to understand the field of photography. Have them present their findings to the class.	
	<i>Community links:</i> Ask professional photographers, graphic designers, and artists to discuss their work and career paths, giving students a real-world view of the areas they are studying.	

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Title of Unit	Logo Design	Grade Level	10-12
Curriculum Area		Time Frame	10-15 days
Developed By			
Desired Results (Stage 1)			
Established Goals			
Logos can evoke immediate associations with companies or specific products. Organizations and corporations use logos to identify themselves and set up brands. A logo should be unique, functional, and versatile. In this project, students view sample logos and discuss color theory and design principles used in the logos.			
Primary Interdisciplinary Connections			
21 st Century Interdisciplinary Themes:			
<input type="checkbox"/> Global Awareness		<input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy	
<input type="checkbox"/> Civic Literacy		<input type="checkbox"/> Health Literacy	
Transfer			
Students will be able to independently use their learning to...			
Plan, create, and build a logo for use in other publications, such as business cards, menus, or advertisements. Students learn about file formats, resolution, and image size and select appropriate settings for a variety of final product scenarios.			
Student product: Digital logos optimized for web, print, and video.			

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Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<ul style="list-style-type: none"> Identify the purpose, audience, and audience needs for preparing image(s). Demonstrate knowledge of image resolution, image size, and image file format for web, video, and print. Demonstrate knowledge of design principles, elements, and image composition. Demonstrate knowledge of image-generating devices, their resulting image types, and how to access resulting images in Photoshop. Understanding key terminology of digital images. Demonstrate knowledge of importing, exporting, organizing, and saving. Demonstrate an understanding of and select the appropriate features and options required to implement a color management workflow. Demonstrate knowledge of working with selections and measurement. Use Photoshop guides and rulers. Demonstrate knowledge of drawing and painting. Demonstrate knowledge of type. Demonstrate knowledge of preparing images for web, print, and video. 	<p>What are the elements of design?</p> <p>What are the principles of design?</p> <p>How does Math and English play a part in graphic design?</p> <p>How does graphic design relate to everyday life?</p>
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
<p>Research and communication skills</p> <ul style="list-style-type: none"> Investigating logos Critiquing designs Communicating purpose and goal Communicating and presenting design decisions Giving feedback on a project <p>Design skills</p> <ul style="list-style-type: none"> Understanding and employing design principles Understanding and employing color theory Identifying the difference in color modes Understanding color management 	<p>Project management skills</p> <ul style="list-style-type: none"> Planning and creating a logo Managing and organizing graphics elements and illustrations <p>Technical skills</p> <p><i>Photoshop</i></p> <ul style="list-style-type: none"> Using guides and rulers Understanding vector and bitmap graphics Using swatches Drawing lines Drawing and modifying shapes

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<ul style="list-style-type: none"> • Sketching • Creating and editing graphical elements and illustrations • Designing for a specific audience and purpose 		<ul style="list-style-type: none"> • Creating vector masks • Adding text to images • Outputting for web • Outputting for print • Outputting for video
Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
	Required Activities	Required Resources
	Color theory and design(Suggested time: 50–75 minutes)	<ul style="list-style-type: none"> • Adobe Photoshop CS4 Extended installed on all machines • Presentation: Introduction to graphic design • Worksheet: Design principles • Guide: How to understand color management • Worksheet: Review and redesign of logos • Photoshop guide: How to create a new document • Photoshop guide: How to use drawing tools • Photoshop guide: How to draw shapes • Guide: Bitmap and vector images • Photoshop guide: How to use selection tools • Photoshop guide: How to add text to images • Photoshop guide: How to generate different file formats Background preparation resources <ul style="list-style-type: none"> • Technical and content information • Key terms • ISTE NETS*S Standards for Students • Adobe Certified Associate, Visual Communication objectives
	Constructing the logo(Suggested time: 100–150 minutes)	
	Review and redesign(Suggested time: 20–30 minutes)	
	Optimizing and finalizing images(Suggested time: 50–100 minutes)	
	Presenting their work(Suggested time: 50–100 minutes)	
	Suggested Activities	
	Design activity: Have students explore the color schemes posted on Kuler in Adobe labs: http://kuler.adobe.com . Have students, in small groups, select their favorite color scheme and articulate where they might use such a color scheme and why it is useful for that purpose.	
	Design challenge: Select a student logo that incorporates complex colors and effects. Have the students in the class optimize this logo, trying to achieve a smaller file size than the creator's original web version while maintaining the look and quality of the logo. Have students vote on the versions to select the one with the best quality and the smallest file size.	

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Title of Unit	Business Card Design	Grade Level	10-12
Curriculum Area		Time Frame	10-15 days
Developed By			
Desired Results (Stage 1)			
Established Goals			
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.			
Primary Interdisciplinary Connections			
21 st Century Interdisciplinary Themes:			
<input type="checkbox"/> Global Awareness		<input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy	
<input type="checkbox"/> Civic Literacy		<input type="checkbox"/> Health Literacy	
Transfer			
Students will be able to independently use their learning to...			
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.			
Student product: Business cards and PDF slideshow presentation			
Meaning			
Understandings		Essential Questions	
Students will understand that...		Students will keep considering...	
<ul style="list-style-type: none">Demonstrate knowledge of image resolution, image size, and image file format for web, video, and print.Demonstrate knowledge of design principles, elements, and image composition.Demonstrate knowledge of typography.Transform images.		<p>What are the elements of design?</p> <p>What are the principles of design?</p> <p>How does Math and English play a part in graphic design?</p> <p>How does graphic design relate to everyday life?</p>	

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<ul style="list-style-type: none"> • Demonstrate knowledge of type. • Demonstrate knowledge of filters. • Demonstrate knowledge of preparing images for web, print, and video. 	
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
<p>Research and communication skills</p> <ul style="list-style-type: none"> • Evaluating and analyzing business cards • Providing insightful critiques and feedback • Demonstrating personal responsibility by incorporating feedback • Presenting a design layout to a group • Planning strategies to guide inquiry • Communicating business card redesign effectively to peers and instructors <p>Design skills</p> <ul style="list-style-type: none"> • Understanding the impact of typography • Understanding the relationship between color, typography, layout, and tone • Designing for readability • Redesigning based on feedback • Understanding different print formats • Applying principles of print design • Designing for audience(s) • Creating an original work 	<p>Project management skills</p> <ul style="list-style-type: none"> • Planning and managing projects with multiple steps • Incorporating different types of assets • Conducting a review workshop • Identifying audience(s) • Selecting and using appropriate applications • Practicing safe, responsible use of copyright information when using outside graphic elements <p>Technical skills</p> <p><i>Photoshop</i></p> <ul style="list-style-type: none"> • Exporting to InDesign • Applying filters, such as the Lighting Effect or Lens Flare <p><i>InDesign</i></p> <ul style="list-style-type: none"> • Understanding the InDesign interface • Setting document properties, including dimensions and margins • Adding and modifying text • Using alignment tools, ruler, guides, and grid <p><i>Acrobat</i></p> <ul style="list-style-type: none"> • Creating PDF slideshows

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Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
	Planning and designing a business card (Suggested time: 50–100 minutes)	<ul style="list-style-type: none"> • Adobe Photoshop CS4 Extended installed on all machines • Adobe InDesign CS4 installed on all machines • Adobe Acrobat 9 Professional installed on all machines • Guide: Understanding typography concepts • Presentation: Introduction to typography design • Worksheet: Analyzing business cards • Worksheet: Review and redesign of business cards • Photoshop guide: How to resize and crop images • Photoshop guide: How to use filters • InDesign guide: Overview of InDesign • CS4 workspace • InDesign guide: How to set up a document • InDesign guide: How to use text • InDesign guide: How to use the ruler, grid, guides, and the Align panel • InDesign guide: How to prepare files for print • Acrobat guide: How to create a PDF presentation
	Building business card elements (Suggested time: 50–100 minutes)	
	Building a business card (Suggested time: 100–150 minutes)	
	Redesigning and presenting a business card (Suggested time: 100–150 minutes)	
		Background preparation resources <ul style="list-style-type: none"> • Technical and content information • Key terms • ISTE NETS*S Standards for Students • Adobe Certified Associate, Visual Communication objectives
	Suggested Activities	Suggested Resources
	Ancillary materials: After students have completed their business cards, have them design and create the other materials they might need for the business, such as envelopes and letterheads for when they apply for jobs and provide their business cards. If they designed the	

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Learning Plan (Stage 3)		
	business card for an organization, have them create ancillary materials the organization might need.	
	Real world experiences: Recruit interested local businesses and organizations for which the student groups might create a business card design. Each group could act like its own design firm and create designs for the organization.	
	Reviewing with clients: When working with clients each group could post their work to the web to conduct client reviews by creating PDF documents in Adobe Acrobat 9 Professional or uploading content onto a review website using Adobe Contribute CS4. Use the information from the School Setup Guide to set up and use Contribute: www.adobe.com/education/instruction/adsc/	

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Title of Unit	Advertisement	Grade Level	10-12
Curriculum Area		Time Frame	10-15 days
Developed By			
Desired Results (Stage 1)			
Established Goals			
In the design and production business world, students can expect to work with clients. These might be internal clients—another department needing materials designed—or external clients seeking an organization’s services. In this project, students are introduced to the process of working with a client through an advertisement project. They work with a client to identify the goals, audience, and purpose of an advertisement. You might choose to limit the scope of these projects by being the client or by selecting a specific client in the school for each student group. Or you might choose to work with local businesses and organizations, depending on the level of your students.			
Primary Interdisciplinary Connections			
21 st Century Interdisciplinary Themes:			
<div><div><div><input type="checkbox"/> Global Awareness</div><div><input type="checkbox"/> Civic Literacy</div></div><div><div><input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy</div><div><input type="checkbox"/> Health Literacy</div></div></div>			
Transfer			
Students will be able to independently use their learning to...			
Working in small groups, students interview clients and then design and provide multiple comps of their advertisement designs to the client. Students engage in a review and redesign cycle with their clients. They also conduct a focus group to gain feedback on the usability and overall effect of their advertisements. Students engage in the review and redesign process until reaching agreement with clients. Students build their client advertisements for placement in print, web, and video collateral. Finally, students reflect on their overall process and product.			
Student product: Advertisement			

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Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<ul style="list-style-type: none"> Identify the purpose, audience, and audience needs for preparing image(s). Demonstrate knowledge of project management tasks and responsibilities. Communicate with others (such as peers and clients) about design plans. Demonstrate knowledge of layers and masks. Demonstrate knowledge of importing, exporting, organizing, and saving. Demonstrate knowledge of producing and reusing images. Demonstrate knowledge of working with selections and measurement. Demonstrate knowledge of retouching and blending images. Demonstrate knowledge of preparing images for web, print, and video. 	<p>What are the elements of design? What are the principles of design? How does Math and English play a part in graphic design? How does graphic design relate to everyday life?</p>
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
<p>Research and communication skills</p> <ul style="list-style-type: none"> Analyzing and evaluating advertisements Planning strategies to guide inquiry Questioning to focus and clarify Presenting designs to a client Demonstrating personal responsibility by incorporating feedback Researching topic for advertisement Interviewing clients Conducting a focus group <p>Design skills</p> <ul style="list-style-type: none"> Designing for audience(s) Creating an original work Balancing graphics and text Sketching advertisements 	<p>Project management skills</p> <ul style="list-style-type: none"> Designing for a client Planning and managing projects with multiple steps Identifying audience(s) Selecting and using appropriate applications Conducting review sessions Writing a summary of client needs Developing a project plan Preparing files for print, web, and video <p>Technical skills</p> <p>Photoshop</p> <ul style="list-style-type: none"> Editing photographs Creating design comps Creating reusable assets

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<ul style="list-style-type: none"> • Creating designs that meet client requirements • Understanding different file formats • Creating comps • Designing for emphasis • Designing for usability • Designing on a grid 	<ul style="list-style-type: none"> • Using opacity and fill tools • Saving as PDF <p>InDesign</p> <ul style="list-style-type: none"> • Exporting to different formats • Formatting text (kerning, tracking, scaling, and so on) • Combining graphic and text frames to make page layouts • Using InDesign layers • Placing objects (images, text, PSD files) on the page • Placing text over images • Using graphic frames as masks <p>Acrobat</p> <ul style="list-style-type: none"> • Creating a PDF
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Learning Plan (Stage 3)

Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
	Required Activities	Required Resources
	Defining client requirements (Suggested time: 150–200 minutes)	<ul style="list-style-type: none"> • Adobe Photoshop CS4 Extended installed on all machines • Adobe InDesign CS4 installed on all machines • Adobe Acrobat 9 Professional installed on all machines • Digital cameras • Scanners • Worksheet: Analyzing advertisements • Worksheet: Project plan • Worksheet: Client interview: Advertisement • Photoshop guide: How to create layer comps • Worksheet: Review and redesign of advertisement • Photoshop guide: How to add a watermark to images • InDesign guide: How to work with text frames • InDesign guide: How to combine graphics and text frames • InDesign guide: How to place images on a page • InDesign guide: How to work with graphics frames <p>Background preparation resources</p> <ul style="list-style-type: none"> • Technical and content information • Key terms
	Planning and designing an advertisement (Suggested time: 100–150 minutes)	
	Building an advertisement (Suggested time: 150–200)	
	Reviewing and redesigning an advertisement (Suggested time: 250–300 minutes)	

Digital Graphics and Webpage Design Curriculum

		<ul style="list-style-type: none"> • ISTE NETS*S Standards for Students • Adobe Certified Associate, Visual Communication objectives
	Suggested Activities	Suggested Resources
	<p>Project phases: As the class discusses project phases, you can extend the project in the following ways by pointing out similar phases of work completed by students in previous projects:</p> <p>Define</p> <ul style="list-style-type: none"> • In Projects 2 & 3, students defined purpose, goals, and audience when creating their logos and business cards. • In Project 3, students completed redesign reviews for their business cards. <p>Design</p> <ul style="list-style-type: none"> • In Projects 2 & 3, students designed comps. <p>Structure</p> <ul style="list-style-type: none"> • In Projects 2 & 3, students drew sketches for their logos and business cards. 	<p>Project management A general introduction to project management on the web: www.managementhelp.org/plan_dec/project/project.htm.</p>
	<p>Focus groups: Have students research focus groups to learn about their use and purpose, exploring effective techniques for leading a focus group.</p>	<p>The basics of conducting focus groups: www.managementhelp.org/evaluatn/focusgrp.htm.</p> <p>Information on running and conducting face-to-face, online, and telephone focus groups: www.mnav.com/qualitative_research.htm.</p> <p>Ten tips for running a successful focus group: www.isixsigma.com/offsite.asp?A=Fr&Url=http://www.groupsplus.com/pages/mn091498.htm.</p>
	<p>Interactive advertisements: Have students reconsider their advertisements for the web by exporting their InDesign document to an XFL format and creating an interactive version in Adobe Flash CS4. You can use the Digital Design curriculum to access guides on importing files into</p>	<p>Advertisement layout: Guidelines, templates, and tutorials for advertisement design: http://desktoppub.about.com/od/ads/Advertising_Design.htm.</p> <p>Twenty-four tips for advertisement layout design: http://ezinearticles.com/?24-Tips-On-How-To-Produce-The-Best-Advertisement-Layout&id=103893.</p>

Digital Graphics and Webpage Design Curriculum

	Flash, creating digital narratives, and incorporating interactivity into an advertisement.	Information for making web advertisements: www.useit.com/alertbox/20030505.html . An archive of print advertisements: www.adflip.com . Access to over 7,000 advertisements from newspapers: http://scriptorium.lib.duke.edu/adaccess .
	Blue sky client scenario: Have each student group create an exaggerated and fun organization and product that needs to be advertised. Have each team place their idea in a hat, and then have teams draw an idea to determine who will be their client. Encourage your students to be creative and take advantage of the features and effects in Photoshop and InDesign to create visual interest.	
	Teacher-led client scenario: If outside clients are not available, you can be the client mimicking a local business such as a restaurant. Have students design an advertisement for the restaurant highlighting select menu choices and ethnic theme of the restaurant.	

Digital Graphics and Webpage Design Curriculum

Title of Unit	Portfolio	Grade Level	10-12
Curriculum Area		Time Frame	5-10 days
Developed By			
Desired Results (Stage 1)			
Established Goals			
Portfolios communicate accomplishments, works in progress, or personal history. Individuals use a portfolio to showcase their work when applying for a job. Traditionally, a portfolio is a large book or leather case containing design samples. With PDF portfolios, individuals can share print, design, and interactive work in a variety of ways: e-mail, print, and online.			
Primary Interdisciplinary Connections			
21 st Century Interdisciplinary Themes:			
<input type="checkbox"/> Global Awareness		<input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy	
<input type="checkbox"/> Civic Literacy		<input type="checkbox"/> Health Literacy	
Transfer			
Students will be able to independently use their learning to...			
In this project, students create the elements of a PDF portfolio with Adobe Photoshop CS4 Extended, Adobe InDesign CS4, and Adobe Acrobat 9 Professional. They build a portfolio that features the work they have completed and explore career opportunities in fields such as advertising, PR, photography, and print production.			
Student product: PDF portfolio			
Meaning			
Understandings		Essential Questions	
Students will understand that...		Students will keep considering...	
<ul style="list-style-type: none">Demonstrate knowledge of preparing images for web, print, and video.		What are the elements of design? What are the principles of design? How does Math and English play a part in graphic design? How does graphic design relate to everyday life?	

Digital Graphics and Webpage Design Curriculum

Acquisition		
Knowledge Students will know...		Skills Students will be able to...
Research and communication skills <ul style="list-style-type: none">Investigating and researching career areas within print productionCommunicating information to particular audiencesDefining the goals and uses of a portfolioSoliciting and providing feedback Design skills <ul style="list-style-type: none">Investigating and incorporating layout and color consistentlyDesigning consistent pagesDesigning for a specific audience and purpose		Project management skills <ul style="list-style-type: none">Planning and creating a PDF portfolioOrganizing and managing contentConducting a review and redesignCreating flowcharts Technical skills Photoshop <ul style="list-style-type: none">Creating a Web Photo Gallery InDesign <ul style="list-style-type: none">Creating a portfolio Acrobat <ul style="list-style-type: none">Packaging multiple documents
Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
	Required Activities	Required Resources
	Planning a portfolio (Suggested time: 50–100 minutes)	<ul style="list-style-type: none">Adobe Photoshop CS4 Extended installed on all machinesAdobe InDesign CS4 installed on all machinesAdobe Acrobat 9 Professional installed on all machinesGuide: How to create an e-portfolio flowchartAcrobat guide: How to prepare and organize files for a PDF portfolioAcrobat guide: How to create and personalize a PDF portfolioGuide: Peer review Background preparation resources <ul style="list-style-type: none">Technical and content informationKey termsISTE NETS*S Standards for Students
	Constructing a portfolio (Suggested time: 150–200 minutes)	
	Presenting a portfolio (Suggested time: 50–100)	

Digital Graphics and Webpage Design Curriculum

		<ul style="list-style-type: none"> Adobe Certified Associate, Visual Communication objectives
	Suggested Activities	Suggested Resources
	Map a PDF portfolio: To help students understand flowcharts, have them create a flowchart for an existing PDF portfolio.	
	Portfolio: Have students plan a portfolio that showcases their best work from all their courses.	
	<p>Reflection supplement: Ask students to write up the decisions they made in the planning process for their portfolios. This document will help students reflect on their process and provide a framework for the next time they plan a PDF document.</p> <p>Portfolio design challenge: Ask students to select a second-choice career path and to identify the differences in content and design if they were to tailor their portfolio to that different career.</p>	
	ePortfolios: Have students create a web-based portfolio. You can use Unit 2: Electronic portfolios using Adobe Dreamweaver CS4 from the Digital Design Curriculum to teach students web design.	

Digital Graphics and Webpage Design Curriculum

Title of Unit	Brochure	Grade Level	10-12
Curriculum Area		Time Frame	10-15 days
Developed By			
Desired Results (Stage 1)			
Established Goals			
Brochures can be found everywhere, describing tourist destinations, providing information about services, or giving an overview of an organization. A brochure is a paper collateral that informs people about a product, service, or location. Informing with a brochure can be quick and cost-effective.			
21 st Century Interdisciplinary Themes:			
___x___ Global Awareness		___x___ Financial, economic, business, and entrepreneurial literacy	
___x___ Civic Literacy		___x___ Health Literacy	
Transfer			
Students will be able to independently use their learning to...			
In working with clients, students will further enhance their design and technical skills by creating a brochure, using advanced image manipulation techniques and page layout design. You might choose to limit the scope of this project by being the client or selecting a client in the school for each student group. You might also choose to work with local businesses and organizations.			
Student product: Brochure			
Meaning			
Understandings		Essential Questions	
Students will understand that...		Students will keep considering...	
<ul style="list-style-type: none">Identify the purpose, audience, and audience needs for preparing image(s).Demonstrate knowledge of project management tasks and responsibilities.Communicate with others (such as peers and clients) about design plans.Demonstrate knowledge of design principles, elements, and image composition.Demonstrate knowledge of color correction using Photoshop CS4.Identify elements of the Photoshop CS4 interface and demonstrate knowledge of their functions.Demonstrate knowledge of layers and masks.Demonstrate knowledge of working with selections and measurement.Adjust the tonal range and correct the color of an image.Demonstrate knowledge of retouching and blending images.		<p>What are the elements of design?</p> <p>What are the principles of design?</p> <p>How does Math and English play a part in graphic design?</p> <p>How does graphic design relate to everyday life?</p>	

Digital Graphics and Webpage Design Curriculum

<ul style="list-style-type: none"> Demonstrate knowledge of filters. 	
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
Research and communication skills <ul style="list-style-type: none"> Analyzing and evaluating brochures Questioning to focus and clarify Presenting designs to a client Gathering and synthesizing information from a client Creating compelling brochure content Giving and receiving peer review comments Reflecting on how to improve product Conducting focus groups Design skills <ul style="list-style-type: none"> Designing tri-fold layouts Redesigning based on feedback Reusing content Creating designs that meet client requirements Creating comps 	Project management skills <ul style="list-style-type: none"> Designing for a client Conducting review sessions Tracking milestones Managing files and using file-naming conventions Repurposing content Technical skills Photoshop <ul style="list-style-type: none"> Using color management tools Using filters Using blending tools Transforming images Retouching images InDesign <ul style="list-style-type: none"> Understanding InDesign frames Using placeholder text Designing in columns Using character and paragraph styles Wrapping text around objects (including using anchors) Applying effects to text Placing objects on page Creating shapes and borders Acrobat <ul style="list-style-type: none"> Using commenting tools
Learning Plan (Stage 3)	
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>

Digital Graphics and Webpage Design Curriculum

	Required Activities	Required Resources
	Planning and designing a brochure (Suggested time: 200–300 minutes)	<ul style="list-style-type: none"> • Adobe Photoshop CS4 Extended installed on all machines • Adobe InDesign CS4 installed on all machines • Adobe Acrobat 9 Professional installed on all machines • Worksheet: Client interview: Brochure • Worksheet: Review and redesign of brochure • Acrobat guide: How to use comment tools • Photoshop guide: How to use gradient maps • Photoshop guide: How to use advanced color techniques • Photoshop guide: How to use the Vanishing Point filter • Photoshop guide: How to blend, feather, and smooth • InDesign guide: How to work with layers • InDesign guide: How to use placeholder text • InDesign guide: How to apply effects to text • InDesign guide: How to wrap text around objects • InDesign guide: How to use character and paragraph styles • InDesign guide: How to import files • Worksheet: Client debriefing • Guide: Peer review (from Project 5)
	Building a brochure (Suggested time: 300–350 minutes)	
	Reviewing a brochure (Suggested time: 100–150 minutes)	
	Suggested Activities	Suggested Resources
	<p>Peer teaching: Have students take the Photoshop advanced image-manipulation guides, learn the techniques, and hold a mini-seminar to teach the rest of the class. Their presentation should include the following:</p> <ul style="list-style-type: none"> • A working example • A short explanation of when and where to use the feature (design challenges it helps to solve) • A step-by-step demonstration of how to create the feature 	
	<p>Online brochures: Have students examine the difference between building a brochure for print and taking that information online. Have them identify how putting the information online would impact their design, typography, and layout decisions as well as the amount of information they might include. Ask students to propose a small website that would inform in the same way as the brochure and use Adobe Dreamweaver CS4 to build the site. You might use the materials from the Digital Design</p>	

Digital Graphics and Webpage Design Curriculum

	curriculum to teach students the basics of designing and creating web pages.	
	Blue sky client scenario: Have each student group create an exaggerated and fun organization and product or service that needs a brochure. Have each team place their idea in a hat, and then have teams draw an idea to determine who will be their client. Encourage your students be creative and take advantage of the features and effects in Photoshop and InDesign to create visual interest and clearly communicate product or service information in the brochure.	
	Teacher-led client scenario: If outside clients are not available, you can be the client mimicking a local organization such as a boys and girls club. Have students design a brochure for the boys and girls club highlighting programs, recruitment, and values to the community.	

Digital Graphics and Webpage Design Curriculum

Title of Unit	Newsletter	Grade Level	10-12
Curriculum Area		Time Frame	10-15 days
Developed By			
Desired Results (Stage 1)			
Established Goals			
Newsletters are publications that are distributed on a regular basis (weekly, monthly, yearly, and so on) to target a particular audience who share a common interest. Newsletters usually cover a main topic, or theme, with various articles and/or advertisements related to the topic or theme. They can be used to promote products or services; to maintain relationships, as in club or alumni newsletters; to offer information to experts on a particular topic; or to offer information on a particular organization. Newsletters can be sent via e-mail or standard mail or distributed manually.			
Primary Interdisciplinary Connections			
21 st Century Interdisciplinary Themes:			
<input type="checkbox"/> Global Awareness		<input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy	
<input type="checkbox"/> Civic Literacy		<input type="checkbox"/> Health Literacy	
Transfer			
Students will be able to independently use their learning to...			
In this project, students work in teams to create the theme, purpose, and content of a newsletter and to design the layout and graphic elements with Adobe Photoshop CS4 Extended, Adobe InDesign CS4, Adobe Illustrator CS4, and Adobe Acrobat 9 Professional.			
Student product: Newsletter			
Meaning			
Understandings		Essential Questions	
Students will understand that...		Students will keep considering...	
<ul style="list-style-type: none">Demonstrate knowledge of producing and reusing images.Demonstrate knowledge of working with selections and measurement.		<p>What are the elements of design?</p> <p>What are the principles of design?</p> <p>How does Math and English play a part in graphic design?</p> <p>How does graphic design relate to everyday life?</p>	

Digital Graphics and Webpage Design Curriculum

Acquisition	
Knowledge Students will know...	Skills Students will be able to...
<p>Research and communication skills</p> <ul style="list-style-type: none"> Analyzing newsletters Using design tools to communicate between team members Accessing, evaluating, and synthesizing content from multiple sources Reviewing and revising content to match goals Collaborating with teammates Presenting a newsletter Understanding the journalistic code of ethics <p>Design skills</p> <ul style="list-style-type: none"> Designing a nameplate Using design to differentiate content Designing multi-column and multi-page layouts Incorporating color and layout consistently (using themes) Integrating imagery and text to express story content Providing clear navigation Using design techniques to provoke interest 	<p>Project management skills</p> <ul style="list-style-type: none"> Organizing into print production roles Managing tasks based on roles Identifying asset needs Working with copy Creating and managing a project plan Engaging in full print production process <p>Technical skills</p> <p>InDesign</p> <ul style="list-style-type: none"> Creating templates Reusing objects with the Library Putting text on a path Creating multi-page spreads Transforming objects Managing text flow between frames and columns Importing text from Microsoft Word Adding page numbers Adding captions <p>Illustrator</p> <ul style="list-style-type: none"> Adding text and creating a text outline Drawing in Illustrator Comparing vector and bitmapped images Understanding Illustrator filters Creating polygons Smoothing and simplifying paths Selecting stroke and fill <p>Photoshop</p> <ul style="list-style-type: none"> Using measurement tools <p>Acrobat</p> <ul style="list-style-type: none"> Packaging a newsletter for distribution

Digital Graphics and Webpage Design Curriculum

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
	Planning a newsletter (Suggested time: 50–100 minutes)	<ul style="list-style-type: none"> • Adobe Photoshop CS4 Extended installed on all machines • Adobe InDesign CS4 installed on all machines • Adobe Illustrator CS4 installed on all machines • Adobe Acrobat 9 Professional installed on all machines • Worksheet: Project plan • Illustrator guide: Overview of Adobe Illustrator CS4 workspace • Illustrator guide: How to draw with Illustrator • InDesign guide: How to reuse objects with libraries • InDesign guide: How to use document templates • InDesign Guide: How to transform objects • InDesign Guide: How to manage text flow between frames • InDesign Guide: How to add page numbers • InDesign Guide: How to create captions • Photoshop guide: How to use measurement and analysis tools • InDesign Guide: How to import text from Microsoft Word
	Designing a newsletter (Suggested time: 200–250 minutes)	
	Building a newsletter shell (Suggested time: 200–250 minutes)	
	Building a newsletter (Suggested time: 200–250 minutes)	
	Presenting a newsletter (Suggested time: 50–100 minutes)	
	Suggested Activities	Suggested Resources
	<p>Milestones: To help students manage their time during longer projects, you can create milestones that give intermediate deadlines within the larger project. For this activity, you might have a class discussion to identify deadlines for the following:</p> <ul style="list-style-type: none"> • Write up challenges in the review and redesign cycle • Create a style guide • Research similar newsletters 	
	Online newsletters: Have students consider how the design, layout, and typography would change if they were creating an online version. Have students regenerate the	

Digital Graphics and Webpage Design Curriculum

Learning Plan (Stage 3)

	graphics appropriately for the web and publish the newsletter online. You might use some of the resources from the Digital Design curriculum to cover the basics of designing and creating for the web.	
	<p>Client scenarios: Use some of the following scenarios to create client profiles:</p> <p>Science club: The science club wants to distribute a quarterly newsletter with articles on upcoming events, special features on club members and their areas of interest, and to highlight new and important research. Students need to research the science topics (perhaps tied to their science class) for the newsletter contents and make it specific to the science club. Students need to use the measurement and analysis tools in Photoshop and have at least one article about the importance of these tools in the field.</p> <p>Architecture firm: An architecture firm wants to distribute an internal newsletter to employees highlighting company news, events, projects, and shared practices. Students need to research content for the newsletter and use the measurement and analysis tools to showcase images taken at a project site before, during and after projects where an architect can extract data from images rather than having to return to a project site to take a simple measurement.</p>	

Digital Graphics and Webpage Design Curriculum

Title of Unit	Mini Yearbook	Grade Level	10-12
Curriculum Area		Time Frame	15-20 days
Developed By			
Desired Results (Stage 1)			
Established Goals			
A yearbook, or annual, is frequently used to record, commemorate, and highlight a school year. At most institutions, student teams publish yearbooks. Some countries and organizations also publish yearbooks as annual summary reports.			
Primary Interdisciplinary Connections			
21 st Century Interdisciplinary Themes:			
<input type="checkbox"/> Global Awareness		<input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy	
<input type="checkbox"/> Civic Literacy		<input type="checkbox"/> Health Literacy	
Transfer			
Students will be able to independently use their learning to...			
In this project, students form teams to develop and create a yearbook. The students create templates of several double-page layouts and create reusable graphics and illustrations to implement thematic and design consistency throughout the yearbook.			
Student product: Mini-yearbook			

Digital Graphics and Webpage Design Curriculum

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<ul style="list-style-type: none"> Demonstrate knowledge of importing, exporting, organizing, and saving. Demonstrate knowledge of producing and reusing images. 	What are the elements of design? What are the principles of design? How does Math and English play a part in graphic design? How does graphic design relate to everyday life?
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
Design Skills <ul style="list-style-type: none"> Designing and creating double-page layout spreads Bleeding photos across pages Gathering or creating reusable graphics and illustrations Designing and creating reusable page treatments Designing and creating thematically linked pages Designing and creating backdrops for photo pages Research and communication skills <ul style="list-style-type: none"> Communicating to peers, instructors, and the community Researching and investigating yearbooks Researching and gathering information on school activities Planning and selecting what information is important Planning and conducting focus groups Completing a review and redesign cycle Presenting yearbook and reflection 	Project management skills <ul style="list-style-type: none"> Assigning and managing roles Creating and managing a production plan Creating a style guide Technical skills InDesign <ul style="list-style-type: none"> Creating master pages Converting text to outline Using the Paste Into command Designing facing-page spreads Bleeding photos Working with the gutter Combining multiple files Using books Creating tables of content and indexes Applying stroke, scale, and skew to text Using sections Using object styles Illustrator <ul style="list-style-type: none"> Understanding Illustrator symbols Using the symbol sprayer Photoshop <ul style="list-style-type: none"> Creating a contact sheet Creating a picture package

Digital Graphics and Webpage Design Curriculum

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
	Planning a mini-yearbook (Suggested time: 100–150 minutes)	<ul style="list-style-type: none"> • Adobe Photoshop CS4 Extended installed on all machines • Adobe InDesign CS4 installed on all machines • Adobe Illustrator CS4 installed on all machines • Adobe Acrobat 9 Professional installed on all machines • Guide: Project plan • InDesign guide: How to reuse objects with libraries (from Project 7) • InDesign guide: How to use document templates (from Project 7) • Guide: Peer review (from Project 5) • InDesign guide: How to fill text with an image • InDesign guide: How to use master pages • InDesign guide: How to use object styles • InDesign guide: How to use books • Illustrator guide: How to use the symbol sprayer
	Designing a mini-yearbook (Suggested time: 150–200 minutes)	
	Building a mini-yearbook (Suggested time: 400–450 minutes)	
	Presenting a mini-yearbook (Suggested time: 50–100)	
	Suggested Activities	Suggested Resources
	Marketing and sales plan: To help students continue to learn about yearbook production, have them take the next steps: planning how to sell advertisements and how to market and sell the yearbook.	Articles and tutorials for planning a yearbook: www.walsworthyearbooks.net/ContentMgr.nsf/0/7CD03F39D1C576FE86256EF4005A5ECE?op=endocument .
	Yearbook business: Have students investigate the business of making yearbooks to understand the roles and opportunities available in this field. You might have them research and create a report on the structure of the business and the types of opportunities that exist for individuals.	Suggestions and examples for creating a ladder, a yearbook term for documenting the yearbook's content page by page: www.yearbooks.biz/?event=FAQ.Detail&faq=159 .
	Real world experience: Ask your school's yearbook coordinator to speak to the class about the production and costs of	Example of how a theme was used throughout a yearbook: www.yearbooks.biz/?event=FAQ.Detail&faq=161 .

Digital Graphics and Webpage Design Curriculum

Learning Plan (Stage 3)		
	producing a full-length yearbook. Ask the yearbook coordinator to be a part of the review and redesign cycle of the mini-yearbooks.	
		A yearbook showcase gallery: www.walsworthyearbooks.net/ContentMgr.nsf/0/766A61E1D34FEFC086256EF4005FC11A?opendocument .
		Examples and design ideas for yearbooks based on categories: www.yearbooks.biz/?event=Showcase.Main .
		Yearbook design tips for layout and photographs: http://expressly-yours.net/yearbook_design/how_to.php .

Digital Graphics and Webpage Design Curriculum

Title of Unit	Final Portfolio	Grade Level	10-12
Curriculum Area		Time Frame	5-10 days
Developed By			
Desired Results (Stage 1)			
Established Goals			
By engaging in print and design projects, students develop their abilities to produce different types of work and see how their skills can be used in industry. Students have experienced multiple roles and taken part in various parts of the design and production process. Students can use these experiences to determine the direction they might wish to pursue as they leave this course.			
Primary Interdisciplinary Connections			
21 st Century Interdisciplinary Themes:			
<input type="checkbox"/> Global Awareness		<input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy	
<input type="checkbox"/> Civic Literacy		<input type="checkbox"/> Health Literacy	
Transfer			
Students will be able to independently use their learning to...			
In this project, students improve their portfolios from Project 5 and redesign them to better address their overall design and technical skills and career focus. In creating the PDF portfolio, students focus on design and content to communicate well and optimize employers’ perceptions of them.			
Student product: PDF portfolio			
Meaning			
Understandings		Essential Questions	
Students will understand that...		Students will keep considering...	
• Demonstrate knowledge of preparing images for web, print, and video.		What are the elements of design? What are the principles of design? How does Math and English play a part in graphic design? How does graphic design relate to everyday life?	
Acquisition			

Digital Graphics and Webpage Design Curriculum

Knowledge Students will know...		Skills Students will be able to...	
Design skills <ul style="list-style-type: none">Investigating and incorporating layout and color consistentlyDesigning consistent pagesDesigning for a specific audience and purpose Research and communication skills <ul style="list-style-type: none">Communicating information to particular audiencesPlanning and conducting research strategiesUnderstanding and practicing lifelong career skills:Job research skillsPresenting skillsSoliciting and providing feedbackTaking notes on critiqueDemonstrating the realization of redesign goalsCreating marketing plan		Project management skills <ul style="list-style-type: none">Planning and creating a PDF portfolioOrganizing and managing contentConducting review and redesignProviding constructive criticismCreating flowcharts Technical skills InDesign <ul style="list-style-type: none">Creating a portfolio Acrobat <ul style="list-style-type: none">Packaging multiple documents	
Learning Plan (Stage 3)			
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources	
	Updating a PDF portfolio (Suggested time: 250–300 minutes)	<ul style="list-style-type: none">Adobe Photoshop CS4 Extended installed on all machinesAdobe InDesign CS4 installed on all machinesAdobe Illustrator CS4 installed on all machinesAdobe Acrobat 9 Professional installed on all machinesGuide: How to create an e-portfolio flowchart (Project 5)Guide: Peer review (Project 5)Guide: How to prepare and organize files for a PDF portfolioGuide: How to create and personalize a PDF Portfolio Background preparation resources <ul style="list-style-type: none">Technical and content informationKey termsISTE NETS*S Standards for StudentsAdobe Certified Associate, Visual Communication objectives	
	Presenting a portfolio (Suggested time: 50–100)		

Digital Graphics and Webpage Design Curriculum

	Suggested Activities	Suggested Resources
	Career/education planning: Have students create a five-year plan outlining the steps necessary to reach their career goals. This may include education, internships, jobs, and so on. Also have students begin to research and plan resumes appropriate for their desired career field.	
	Reflection supplement: Ask students to write up their career goal plans and how those plans impacted the decisions they made in planning their portfolios. This document will help students reflect on their process and provide a framework for continued evolution of their PDF portfolio as they begin to conduct a job search.	
	ePortfolios: Have students create a web-based portfolio. You can use the materials from Unit 2: Electronic portfolios using Adobe Dreamweaver CS4 from the Digital Design Curriculum.	