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Office of Innovation

Graphic Arts

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"GOOD TO GREAT"

Revised: 8/17/21

Graphic Arts Grade 10-11

> **Course Description:** Graphic Arts is an introduction to digital imaging and computer-based art. Students will explore different avenues of visual communication, self-expression, and creative problem-solving through the creation of commercial, interactive, and fine art. All work is based upon the study, aesthetics, purpose, and criticism of digital art forms.

Scope and Sequence

Timeline	Concepts
Marking Period 1 4 Weeks (20 Class Periods – 41 mins per Class Period)	**Unit 1: Composite Images** Sourcing Photography, Creating Digital Composite Images in Adobe Photoshop, Managing Multiple File Formats, Designing Within Legal and Ethical Boundaries
4 - 5 Weeks (20 - 25 Class Periods - 41 mins per Class Period)	**Unit 2: Advertising Campaigns** Designing Advertisements for Marketing, Conceiving Original Ad Campaigns, Branding for Products, Designing Within Legal and Ethical Boundaries and Copyright Law
Marking Period 2 9 - 10 Weeks (45 Class Periods - 41 mins per Class Period)	**Unit 3: Social Justice Posters** Conceptualizing Effective Advertisement for Social Justice Issues, Conceptualizing Visual and Verbal Components, Writing Effective Taglines, Creating Original Composite Imagery in Adobe Photoshop, Copyright Law

Unit I	Composite Images	Grade(s)	10-11

Overview/Rationale

Students will create digital projects which will encompass acquisition of graphic design skills such as creating digital composite images, managing multiple file formats, designing within legal and ethical boundaries. Adobe Photoshop is the primary platform for training.

New Jersey Student Learning Standards

Career & Technical Education Standards

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

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

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

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

Visual and Performing Art Standards:

Anchor Standard 1: Generating and conceptualizing ideas.

1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.

Anchor Standard 2: Organizing and developing ideas.

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.

Career Readiness, Life Literacies, and Key Skills
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.). 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor). 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.	G-CO.D.12 Make geometric constructions 12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line G-CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. G-MG.A.1 Apply geometric concepts in modeling situations 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). G-MG.A.3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

21st Century Skills			
x	Civic Literacy	x	Communication
x	Global Awareness	x	Critical Thinking and Problem Solving
	Health Literacy		Collaboration
x	Financial, Economic, Business, & Entrepreneurial Literacy	x	Creativity and Innovation

Environmental Literacy		Other:

Essential Questions

- How do graphic designers expertly edit images?
- How does Adobe Photoshop enable photo enhancement and creativity?
- How are images rendered in multiple file formats?

Enduring Understandings

- Most published photography (digital and print) has been edited in Adobe Photoshop for enhancement.
- Objects and people can be inserted into scenes where they did not previously exist with Adobe Photoshop.
- Adobe Photoshop contains tools and functions specifically for composite image creation.

Student Learning Targets/Objectives

- Analyze and manipulate the dimensions and resolution of an image.
- Utilize Photoshop Selection Tools and Image Adjustments to silhouette and edit parts of an image and create visual effects.
- Create a composite image from two or more photographs with multiple layers, and correctly save the image with proper resolution and file type.

Assessments

- Formative: Source, import, and prepare photos for proper resolution and file size for printing.
- Formative: Create a Photoshop file with proper resolution.
- Authentic: Create a composite image from 2 or more edited photographs.

Teaching and Learning Actions

Instructional Strategies	Anticipatory Sets: Do Now's/research on copyright law and public domain photography libraries.
	Connecting Prior Knowledge: Review of composite photography online and in advertisements.
	Task and Performance Modeling: Adobe Photoshop tools and functions.
	Conferencing with Students: Determine personal needs and offer individual guidance and support.
	Utilizing Technology in the Classroom.
	Inquiry-Based Instruction
	Reflection
	Exit Tickets
	SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities, Adjusted Questions, Flexible Grouping, Choice Activities.
Activities: Including G/T, SE, and ELL Differentiation	Discuss image sourcing and copyright law. Explore procedures for sourcing images without copyright infringement. AIGA article on Copyright during Do Now's and short activities/discussions.

Explore the elements of an image including size and resolution and practice altering them.

Become acquainted with the Photoshop work environment and its components by importing and editing photographs.

Observe demonstrations and practice: Zoom tool, Image Adjustments, Quick select tool, Brush Sizes, Inverse tool, Move tool, Copy/Pasting, Layers,

Exercise 1: Change overall Hue/Saturation of a photo

Exercise 2: Change the eye color of an animal

Exercise 3: Change the eye color and then the fur color

Exercise 4: Find a background image and import 2 animals, clipping them precisely for a seamless integration.

Exercise 5 Formative & Authentic Assessments: Create a composite image from 2 or more edited photographs (ie., Find an example of Surreal Art and source matching non-copyrighted photos to reproduce the scene in Photoshop.)

High: Create a composite with multiple objects that seamlessly blend into one another.

Mid: Target

Low: Create a composite with one object.

Special education students:

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU options, allowing students to pick assignments from different levels based on difficulty.
- Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level.
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer
- English Language Learners (ELL) students:
- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and Read Google extension addition. Will read to the student in the language selected.
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At risk of failure students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study
- Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments.
- Academic Contracts

Gifted and talented students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies.
- Student led classroom instruction also Project Based Learning.
- Write HTML code to create a functional website consisting of 3 or more webpages.

Students with a 504:

- Adhere to all modifications and health concerns stated in504 plan.
- Assess the academics of the student to implement the necessary modifications as described in this document.

Experiences (virtual and live field trips)	Virtual Field Trip: Visit American Institute of Graphic Arts website, AIGA.org

Resources

- "Copyright Basics for Graphic Designers" Linda Kattwinkel, AIGA.org. Article detailing legal and professional practices.
- Instructor demonstrations on Adobe Photoshop
- www.pixabay.com and Public Domain photography archives
- Adobe Photoshop or Photopea
- Google Classroom
- Internet, Desktop

Pacing/ Time Frame	4 Weeks: (20 Class Periods – 41 mins per Class Period)

Unit 2	Advertising Campaigns	Grade(s)	10-11

Overview/Rationale

Students will engage in digital projects which will encompass acquisition of graphic design skills such as creating digital composite images, managing multiple file formats, designing advertisements for marketing, designing within legal and ethical boundaries, and conceiving original ad campaigns. Adobe Photoshop is the primary platform for training.

New Jersey Student Learning Standards

9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

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

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

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

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

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

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-TEL.3 Demonstrate decision making, problem-solving techniques and communication skills when providing services for customers.

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR-PRT.3 Perform finishing and distribution operations related to the printing process.

Visual and Performing Arts Standards

 Anchor Standard 1: Generating and conceptualizing ideas.

1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.

1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.

1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.

1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

Anchor Standard 2: Organizing and developing ideas.

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.

Anchor Standard 7: Perceiving and analyzing products.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

Career Readiness, Life Literacies, and Key Skills

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.). 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

21st Century Skills

x	Civic Literacy	x	Communication
x	Global Awareness	x	Critical Thinking and Problem Solving
	Health Literacy	x	Collaboration
x	Financial, Economic, Business, & Entrepreneurial Literacy	x	Creativity and Innovation
	Environmental Literacy		Other:

Essential Questions

- How do advertising agencies create advertisements to promote products?
- How are effective and memorable advertisements created?
- How do graphic designers use Adobe Photoshop to create original ads?

Enduring Understandings

- There is extensive creative planning and technological work behind the ads we see daily.
- Writing, photography, and Photoshop are strategically utilized to create messages that captivate the attention of audiences and persuade them to purchase products.
- Adobe Photoshop contains tools and functions specifically for photo enhancement and editing.

Student Learning Targets/Objectives

- Identify the fundamentals of advertising campaigns and the elements of an advertisement.
- Demonstrate knowledge of the elements of effective advertisements.
- Produce an original advertisement with a brand name, product tagline and original composite photograph in Adobe Photoshop.

Assessments

- Formative: Teams write two brand names and taglines after brainstorming exercises.
- Summative: Write a proposal for an ad campaign and branding concept including original taglines.
- Authentic: Create an original ad with a brand name, tagline, and composite photo in Photoshop.

Teaching and Learning Actions

Instructional Strategies	Anticipatory Sets: Do Now's/research on ad campaigns
	Deductive Inquiry: (*see Objectives*)
	Connecting Prior Knowledge: Discussion of popular ad campaigns and impact they have on students/audiences.
	Summarizing and Notetaking: Elements of effective advertisements.
	Cooperative Learning and Brainstorming to conduct the writing portion of the project and Formative Assessment.
	Task and Performance Modeling: on Adobe Photoshop tools and functions.
	Conferencing with students: to determine personal needs and offer individual guidance and support.
	SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities, Adjusted Questions, Flexible Grouping, Choice Activities, Target Different Senses.

Activities: Including G/T, SE, and ELL Differentiation	Discuss the fundamentals of advertising campaigns including product promotion, underlying ad concepts, media formats, and taglines.
	Research common brand advertisements online.
	Discuss key concepts in recent articles regarding branding and advertising by leading print or digital industry publications.
	Collaborate in groups to brainstorm and develop an original brand experience.
	Collaborate in teams to write an original brand concept and tagline.
	Conduct a photo-shoot with classmates with sunglasses provided.
	Create an original photography series that supports the target brand experience.
	Create an original composite image by combining sunglasses photos with public domain photography and demonstrate precise use of editing tools and techniques.
	Observe demonstrations and practice utilizing Photoshop type tools and layer effects.
	Grade individual project based on rubric.
	Competition: Review AIGA articles and create 2 challenging questions for classmates.
	HIGH: Create 2 to 3 versions of the original ad.
	MID: Target
	LOW: Create an ad with only a brand name.
	<u>Special education students:</u> • Adhere to all modifications and health concerns stated in each IEP. • Give students a MENU options, allowing students to pick assignments from different levels based on difficulty. • Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level. • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer • English Language Learners (ELL) students: • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and Read Google extension addition. Will read to the student in the language selected. • Vocabulary Spelling City word banks

- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At risk of failure students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study
- Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments.
- Academic Contracts

Gifted and talented students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies.
- Student led classroom instruction also Project Based Learning.
- Write HTML code to create a functional website consisting of 3 or more webpages.

Students with a 504:

- Adhere to all modifications and health concerns stated in504 plan.
- Assess the academics of the student to implement the necessary modifications as described in this document.

Experiences (virtual and live field trips)	Commercial Websites - Latest advertisements for high profile brands that are of high interest to students (ie., iPhone, Nike, Audi, Wendy's, etc.).

Resources

- Instructor demonstrations on Adobe Photoshop
- Adobe Photoshop, Internet, Desktop
- Public Domain photos archives: ie., www.pixabay.com, www.pexels.com
- "Graphic Design Branding" http://graphicdesign.about.com/od/careerpaths/a/branding.htm
- Recent articles on branding and advertising by leading print/digital industry publications such as AIGA and PRINT.

Pacing/ Time Frame	4 - 5 Weeks: (20-25 Class Periods - 41 mins per Class Period)

Unit 3	Social Justice Posters	Grade(s)	10-11

Overview/Rationale

Students will create original social justice posters by conceptualizing effective advertisements for a social justice issue of their choice. All facets of the verbal and visual components will be designed by students including taglines and composite imagery in Adobe Photoshop.

New Jersey Student Learning Standards

9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

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

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

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

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

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.AR-TEL.3 Demonstrate decision making, problem-solving techniques and communication skills when providing services for customers.

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR-PRT.3 Perform finishing and distribution operations related to the printing process.

Visual and Performing Arts Standards

Anchor Standard 1: Generating and conceptualizing ideas.

1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.

1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.

Anchor Standard 2: Organizing and developing ideas.

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Anchor Standard 7: Perceiving and analyzing products.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.). 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8) 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).	RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*. RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

21st Century Skills			
x	Civic Literacy	x	Communication
x	Global Awareness	x	Critical Thinking and Problem Solving
	Health Literacy		Collaboration
x	Financial, Economic, Business, & Entrepreneurial Literacy	x	Creativity and Innovation
x	Environmental Literacy		Other:

Essential Questions

- How do people utilize graphic design for social activism?
- How can posters effectively deliver messages for social justice?
- How do designers utilize Adobe Photoshop to create original posters for distribution?

Enduring Understandings

- A clearly designed poster can deliver a powerful message that educates others.
- You can create positive changes in the world by designing posters with positive messages that motivate others to behave differently.
- Adobe Photoshop contains tools and functions specifically for photo enhancement, editing, and unique typography design.

Student Learning Targets/Objectives

- Produce an original image and text to create social justice posters.
- Conceptualize an effective advertisement for a social issue or activist cause and utilize appropriate typography and imagery.
- Create a poster with an original tagline, a composite image, one or more Photoshop Layer effects and Type Tool effects.

Assessments

- Authentic Assessment: Create a poster with an original tagline, a composite image, one or more Photoshop Layer effects and Type Tool effects.
- Formative: Critique Outline - Discussion of project concept, execution, and creation of all poster elements.
- Summative 1: Critique Presentation - Public speaking utilizing Critique Outline as a guide.
- Summative 2: Critique - Students provide professional feedback to every presenter.

Teaching and Learning Actions

Instructional Strategies	Anticipatory Sets: Do Now's/research on social justice ad campaigns.
	Deductive Inquiry: (*see Objectives*)
	Connecting Prior Knowledge: Discussion of popular social justice ad campaigns and impact they have on students/audiences.
	Summarizing and Notetaking: Review elements of effective social justice ads.
	Perspective-Based Assignment: Approach project from perspective of real-world professional creating an ad.
	Task and Performance Modeling: on Adobe Photoshop tools and functions.
	Conferencing with students: to determine personal needs and offer individual guidance and support.
	SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities, Adjusted Questions, Flexible Grouping, Choice Activities, Free Study Time, Target Different Senses.

Activities: Including G/T, SE, and ELL Differentiation	Research social justice causes of interest and ad campaigns. Research and discuss social justice ad campaign strategies. View online examples of posters for social justice causes and discuss uses of design elements such as typography, color and photographic effects. Find a social issue or activist cause students are passionate about and write a title, tagline and brief text for a poster idea. Utilize public domain photography to create an original composite image or take photographs that support the poster message. Observe a demonstration on Layer Effects and Photoshop Type Tool effects to enhance the text and image. Practice and apply the effects to the poster design. Critique individual work as a group. HIGH: Advanced students work on a second poster or research advanced effects. MID: Target LOW: Modifications will be made on criteria for tagline, and related photography on a case by case basis based on individual strengths and interests. Special education students: • Adhere to all modifications and health concerns stated in each IEP. • Give students a MENU options, allowing students to pick assignments from different levels based on difficulty. • Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level. • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer • English Language Learners (ELL) students: • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and Read Google extension addition. Will read to the student in the language selected. • Vocabulary Spelling City word banks • Use visuals whenever possible to support classroom instruction and classroom activities. • Teacher modeling and written instructions for every assignment

At risk of failure students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study
- Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments.
- Academic Contracts

Gifted and talented students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies.
- Student led classroom instruction also Project Based Learning.
- Write HTML code to create a functional website consisting of 3 or more webpages.

Students with a 504:

- Adhere to all modifications and health concerns stated in504 plan.
- Assess the academics of the student to implement the necessary modifications as described in this document.

Experiences (virtual and live field trips)	Museum of Modern Art (Virtual field trip) online poster archives of the exhibit, *Impressions from South Africa 1965 to Now*. Discuss the crucial role which posters have played in grassroots activist movements. http://www.moma.org/interactives/exhibitions/2011/impressions_from_south_africa/category_works/posters_and_activism/

Resources

- Museum of Modern Art *Impressions from South Africa 1965 to Now*. http://www.moma.org/interactives/exhibitions/2011/impressions_from_south_africa/category_works/posters_and_activism/
- Public Domain photography archives, ie. www.pixabay.com
- www.moma.org Museum of Modern Art.
- Instructor demonstrations on Photoshop tools.
- Adobe Photoshop, Internet, Desktop.

Pacing/ Time Frame	9 - 10 Weeks (45 Class Periods - 41 mins per Class Period)