

# Graphic Arts III

**Unit Title:** I-Movie Process and Production

## Stage 1: Desired Results

### Standards & Indicators:

#### **9.3 Career & Technical Education Standards**

- 9.3.12.AR-PRT.1 Manage the printing process, including customer service and sales, scheduling, production and quality control.
- 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.
- 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-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	There are strategies to improve one's professional value and marketability.
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9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.

### Central Idea/Enduring Understanding:

Demonstrate an understanding of how films can be used to broaden visual literacy,

### Essential/Guiding Question:

How do artists take the initiative to improve their work?

### Content:

Understanding the workspace  
Toolbox and menus  
Applications  
Preferences  
Navigation  
Art board  
Tracing  
Pathfinder Palette  
Drawing lines, circles, and squares

### **Work Based Learning**

Guest speakers from the industry related to graphic arts\_ Helene Donnelly, Public Relations, PenncoTech, Tiffany Ruocco, Asst Professor, Graphic Design RCBC Mount Laurel

### Skills(Objectives):

Develop storyboards to begin video development.  
Show examples of films that broaden visual literacy.  
Develop a rubric for filmmaking  
Evaluate works of art based on aesthetic principles and artistic elements using critical thinking skills.  
Understand the academic importance of graphic design and its interdisciplinary relationships  
Demonstrate self awareness, creative thinking, confidence, self-discipline, collaboration, and risk taking.

### Interdisciplinary Connections:

**Computer Science and Design Thinking**

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- 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.
- 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.2.12.NT.2: Redesign an existing product to improve form or function.

## English Language Arts Companion Standards

- WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## Media Arts Standards

- **1.2.12prof.Cr1a:** Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- **1.2.12prof.Cr1b:** Organize and design artistic ideas for media arts productions.
- **1.2.12prof.Cr1c:** Critique plans, prototypes and production processes considering purposeful and expressive intent.

## Stage 2: Assessment Evidence

### Performance Task(s):

Use I-Movie software to capture, edit and present a video.  
Operate a digital camera.  
Develop storyboards for video development  
Develop a rubric for filmmaking  
Understand a variety of presentation formats.

### Other Evidence:

Daily Do-Now activities  
Vocabulary  
Sketches/research  
Participation  
Following Class Procedures  
Projects assessed using rubrics focused on skills taught, safety protocols and processes used

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Whole group learning with teacher lecture, discussion, and demonstration  
Guided practice  
Independent practice  
Small group instruction  
Individual instruction  
Cooperative learning

### Resources:

<https://www.screenprinting.com/blogs/news/how-to-print-t-shirts>

Adobe Illustrator  
Adobe Creative Suites  
ScreenPrinting.com  
Graphic Communications, 5<sup>th</sup> Edition  
Graphic Communications, 6<sup>th</sup> Edition

### Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [Newsela](#)
- [PBS Learning Media](#)

## Graphic Arts III

	<ul style="list-style-type: none"> <li>• <a href="#">Stanford History Education Group</a></li> <li>• <a href="#">Zinn Education Project</a></li> </ul> <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> <li>• <a href="#">The New Jersey Amistad Commission Interactive Curriculum</a></li> <li>• <a href="#">New Jersey State Board Foundation</a></li> <li>• <a href="#">Civil Rights Teaching</a></li> <li>• <a href="#">Black Past</a></li> </ul> <p>AAPJ Resources for Social Studies:</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul> <p><i>*Be sure to only include applicable resources.</i></p>
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### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Instructional paper handout	Instructional paper handout	Instructional paper handout	Have student explain assignment
Show sample of finished assignment	Show sample of finished assignment	Show sample of finished assignment	Go over assignment with aide or teacher assistant
Do assignment on Smartboard	Do assignment on Smartboard	Do assignment on Smartboard	Have aide or TA work with students
Have another assignment and special projects ready when they finish early	Have another assignment and special projects when they finish early	Go over assignment again and again if necessary	Go over assignment again and again if necessary
Help on level, struggling, and special needs student	Have a on level student help	Have higher and on-level student helping student	Have higher and on-level student helping student
			Stand over students while they are working

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	<p>struggling and SN students</p> <p>Receive help from higher achieving student</p>	<p>Stand over students while they are working</p> <p>Sit with students one on one</p> <p>Give more time to finish</p> <p>Modify assignments as per students needs</p> <p>Receive help from higher level and on-grade students</p>	<p>Sit with students one on one</p> <p>Give more time to finish</p> <p>Modify assignments as per students needs</p> <p>Give students choice of assignments</p> <p>Use images from the internet</p> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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<b>Unit Title:</b> Screen Printing Procedures and Safety		
<b>Stage 1: Desired Results</b>		
<p><b>Standards &amp; Indicators:</b></p> <p><b>9.3 Career &amp; Technical Education Standards</b></p> <ul style="list-style-type: none"> <li>9.3.12.AR-PRT.1 Manage the printing process, including customer service and sales, scheduling, production and quality control.</li> <li>9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.</li> <li>9.3.12.AR-PRT.3 Perform finishing and distribution operations related to the printing process.</li> <li>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</li> <li>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</li> <li>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</li> </ul>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.

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9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
<b>Central Idea/Enduring Understanding:</b> Elements and principles of graphic design greatly impact and enhance communication.		<b>Essential/Guiding Question:</b> How has graphic design changed and influenced modern society?
<b>Content:</b>  History of screen printing Careers and job descriptions Safety Procedures and processes Printed product samples Mesh and squeegees Stencil making Ink usage  <b>Work Based Learning</b> Guest speakers from the industry related to graphic arts, Helene Donnelly, Public Relations, PenncoTech, Tiffany Ruocco, Asst Professor, Graphic Design RCBC Mount Laurel		<b>Skills(Objectives):</b>  Describe and demonstrate general safety procedures. Identify and demonstrate personal safety procedures. Define and demonstrate machine safety procedures. Identify and describe proper accident and emergency procedures. Compare and contrast screen-printing and embroidery. Identify proper screen mesh and squeegees Demonstrate proper stencil making techniques. Identify proper ink and describe its use. Evaluate works of art based on aesthetic principles and artistic elements using critical thinking skills. Understand the academic importance of graphic design and its interdisciplinary relationships Demonstrate self awareness, creative thinking, confidence, self-discipline, collaboration, and risk taking.
<b>Interdisciplinary Connections:</b>  <b>Computer Science and Design Thinking</b> <ul style="list-style-type: none"> <li>8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.</li> <li>8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.</li> <li>8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).</li> <li>8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</li> <li>8.2.12.NT.2: Redesign an existing product to improve form or function.</li> </ul> <b>English Language Arts Companion Standards</b> <ul style="list-style-type: none"> <li>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ul> <b>Media Arts Standards</b> <ul style="list-style-type: none"> <li><b>1.2.12prof.Cr1a:</b> Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.</li> <li><b>1.2.12prof.Cr1b:</b> Organize and design artistic ideas for media arts productions.</li> <li><b>1.2.12prof.Cr1c:</b> Critique plans, prototypes and production processes considering purposeful and expressive intent.</li> </ul>		

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## Stage 2: Assessment Evidence

### Performance Task(s):

Identify tools and safety procedures and protocols.  
Identify proper accident and emergency procedures.  
Create stencils out of paper.  
Demonstrate proper usage of ink.

### Other Evidence:

Daily Do-Now activities  
Vocabulary  
Sketches/research  
Participation  
Following Class Procedures  
Projects assessed using rubrics focused on skills taught, safety protocols and processes used

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Whole group learning with teacher lecture, discussion, and demonstration  
Guided practice  
Independent practice  
Small group instruction  
Individual instruction  
Cooperative learning

### Resources:

[How to Print T-Shirts | by ScreenPrinting.com](#)

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	<p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul> <p><i>*Be sure to only include applicable resources.</i></p>
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### Differentiation

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<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<p>Instructional paper handout</p> <p>Show sample of finished assignment</p> <p>Do assignment on Smartboard</p> <p>Have another assignment and special projects ready when they finish early</p> <p>Help on level, struggling, and special needs student</p>	<p>Instructional paper handout</p> <p>Show sample of finished assignment</p> <p>Do assignment on Smartboard</p> <p>Have another assignment and special projects when they finish early</p> <p>Have a on level student help struggling and SN students</p> <p>Receive help from higher achieving student</p>	<p>Instructional paper handout</p> <p>Show sample of finished assignment</p> <p>Do assignment on Smartboard</p> <p>Go over assignment again and again if necessary</p> <p>Have higher and on-level student helping student</p> <p>Stand over students while they are working</p> <p>Sit with students one on one</p> <p>Give more time to finish</p> <p>Modify assignments as per students needs</p> <p>Receive help from higher level and on-grade students</p>	<p>Have student explain assignment</p> <p>Go over assignment with aide or teacher assistant</p> <p>Have aide or TA work with students</p> <p>Go over assignment again and again if necessary</p> <p>Have higher and on-level student helping student</p> <p>Stand over students while they are working</p> <p>Sit with students one on one</p> <p>Give more time to finish</p> <p>Modify assignments as per students needs</p> <p>Give students choice of assignments</p> <p>Use images from the internet</p> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual,</p>

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		<p>kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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<b>Unit Title:</b> Screen Printing Techniques		
<b>Stage 1: Desired Results</b>		
<b>Standards &amp; Indicators:</b> <b>9.3 Career &amp; Technical Education Standards</b> <ul style="list-style-type: none"> <li>9.3.12.AR-PRT.1 Manage the printing process, including customer service and sales, scheduling, production and quality control.</li> <li>9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.</li> <li>9.3.12.AR-PRT.3 Perform finishing and distribution operations related to the printing process.</li> <li>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</li> <li>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</li> <li>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</li> </ul>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
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).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
<b>Central Idea/Enduring Understanding:</b> Elements and principles of graphic design greatly impact and enhance communication.		<b>Essential/Guiding Question:</b> How has graphic design changed and influenced modern society?
<b>Content:</b> Stenciling Emulsion Squeegees		<b>Skills (Objectives):</b> Prepare and coat screens for exposure. Expose and process screens. Mount and position screens for printing.



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<p>Mesh Screen wash</p> <p><b>Work Based Learning</b> Guest speakers from the industry related to graphic arts. Helene Donnelly, Public Relations, PenncoTech, Tiffany Ruocco, Asst Professor, Graphic Design RCBC Mount Laurel</p>	<p>Describe and demonstrate general safety procedures. Identify and demonstrate personal safety procedures. Define and demonstrate machine safety procedures. Identify and describe proper accident and emergency procedures. Evaluate works of art based on aesthetic principles and artistic elements using critical thinking skills. Understand the academic importance of graphic design and its interdisciplinary relationships Demonstrate self awareness, creative thinking, confidence, self-discipline, collaboration, and risk taking.</p>
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## Interdisciplinary Connections:

### **Computer Science and Design Thinking**

- 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.
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### **English Language Arts Companion Standards**

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### **Media Arts Standards**

- **1.2.12prof.Cr1a:** Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- **1.2.12prof.Cr1b:** Organize and design artistic ideas for media arts productions.
- **1.2.12prof.Cr1c:** Critique plans, prototypes and production processes considering purposeful and expressive intent.

## Stage 2: Assessment Evidence

### Performance Task(s):

Prepare and coat screens for exposure.  
Expose and process screens.  
Mount and position screens for printing.  
Prepare a product  
Demonstrate proper maintenance of screen printing equipment.  
Make a tee shirt from start to finish.

### Other Evidence:

Daily Do-Now activities  
Vocabulary  
Sketches/research  
Participation  
Following Class Procedures  
Projects assessed using rubrics focused on skills taught, safety protocols and processes used

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Whole group learning with teacher lecture, discussion, and demonstration  
Guided practice  
Independent practice  
Small group instruction  
Individual instruction  
Cooperative learning

### Resources:

[How to Print T-Shirts | by ScreenPrinting.com](#)

[Graphic Communications, 5th Edition](#)

Adobe Illustrator

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	<p>Adobe Creative Suites ScreenPrinting.com Graphic Communications, 5<sup>th</sup> Edition Graphic Communications, 6th Edition</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"><li>• <a href="#">6.3 Suggested Framework K-12</a></li><li>• <a href="#">NJ Commission on Holocaust Education</a></li><li>• <a href="#">Facing History and Ourselves</a></li><li>• <a href="#">New Jersey Historical Commission</a></li><li>• <a href="#">Library of Congress</a> (Primary Sources)</li><li>• <a href="#">National Archives</a> (Primary Sources)</li><li>• <a href="#">Newsela</a></li><li>• <a href="#">PBS Learning Media</a></li><li>• <a href="#">Stanford History Education Group</a></li><li>• <a href="#">Zinn Education Project</a></li></ul> <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"><li>• <a href="#">The New Jersey Amistad Commission Interactive Curriculum</a></li><li>• <a href="#">New Jersey State Board Foundation</a></li><li>• <a href="#">Civil Rights Teaching</a></li><li>• <a href="#">Black Past</a></li></ul> <p>AAPL Resources for Social Studies:</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"><li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li><li>• <a href="#">LGBTQ+ Books</a></li></ul> <p>DEI Resources:</p> <ul style="list-style-type: none"><li>• <a href="#">Learning for Justice</a></li><li>• <a href="#">GLSEN Educator Resources</a></li><li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li><li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li><li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li><li>• <a href="#">Diversity Calendar</a></li></ul> <p><i>*Be sure to only include applicable resources.</i></p>
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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Instructional paper handout</p> <p>Show sample of finished assignment</p> <p>Do assignment on Smartboard</p> <p>Have another assignment and special projects ready when they finish early</p> <p>Help on level, struggling, and special needs student</p>	<p>Instructional paper handout</p> <p>Show sample of finished assignment</p> <p>Do assignment on Smartboard</p> <p>Have another assignment and special projects when they finish early</p> <p>Have a on level student help struggling and SN students</p> <p>Receive help from higher achieving student</p>	<p>Instructional paper handout</p> <p>Show sample of finished assignment</p> <p>Do assignment on Smartboard</p> <p>Go over assignment again and again if necessary</p> <p>Have higher and on-level student helping student</p> <p>Stand over students while they are working</p> <p>Sit with students one on one</p> <p>Give more time to finish</p> <p>Modify assignments as per students needs</p> <p>Receive help from higher level and on-grade students</p>	<p>Have student explain assignment</p> <p>Go over assignment with aide or teacher assistant</p> <p>Have aide or TA work with students</p> <p>Go over assignment again and again if necessary</p> <p>Have higher and on-level student helping student</p> <p>Stand over students while they are working</p> <p>Sit with students one on one</p> <p>Give more time to finish</p> <p>Modify assignments as per students needs</p> <p>Give students choice of assignments</p> <p>Use images from the internet Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

# Graphic Arts III

**Unit Title:** Marketing a Screen Printing Business

## Stage 1: Desired Results

### Standards & Indicators:

#### **9.3 Career & Technical Education Standards**

- 9.3.12.AR-PRT.1 Manage the printing process, including customer service and sales, scheduling, production and quality control.
- 9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.
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- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

### **Career Readiness, Life Literacies and Key Skills**

Standard	Performance Expectations	Core Ideas
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
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).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.

### Central Idea/Enduring Understanding:

Elements and principles of graphic design greatly impact and enhance communication.

### Essential/Guiding Question:

How has graphic design changed and influenced modern society? Why are ethics important in business?

### Content:

Cost analysis  
Marketing plans  
Communication skills  
Business etiquette  
Copyright laws  
Ethics in business  
Wholesale and retail pricing

### **Work Based Learning**

Guest speakers from the industry related to graphic arts, Helene Donnelly, Public Relations, PenncoTech, Tiffany Ruocco, Asst Professor, Graphic Design RCBC Mount Laurel

### Skills(Objectives):

Explain and describe the screen printing process using proper terminology.  
Demonstrate ability to use the screen printing process as a method for solving a communication problem.  
Evaluate works of art based on aesthetic principles and artistic elements using critical thinking skills.  
Understand the academic importance of graphic design and its interdisciplinary relationships  
Demonstrate self awareness, creative thinking, confidence, self-discipline, collaboration, and risk taking.

### Interdisciplinary Connections:

#### **Computer Science and Design Thinking**

- 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

# Graphic Arts III

- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.2.12.NT.2: Redesign an existing product to improve form or function.

## English Language Arts Companion Standards

- WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## Media Arts Standards

- **1.2.12prof.Cr1a:** Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- **1.2.12prof.Cr1b:** Organize and design artistic ideas for media arts productions.
- **1.2.12prof.Cr1c:** Critique plans, prototypes and production processes considering purposeful and expressive intent.

## Stage 2: Assessment Evidence

### Performance Task(s):

Develop a marketing plan for a screen-printing shop.  
Evaluate various types of screen-printing equipment and determine appropriate feasibility of usage.

### Other Evidence:

Daily Do-Now activities  
Vocabulary  
Sketches/research  
Participation  
Following Class Procedures  
Projects assessed using rubrics focused on skills taught, safety protocols and processes used

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Whole group learning with teacher lecture, discussion, and demonstration  
Guided practice  
Independent practice  
Small group instruction  
Individual instruction  
Cooperative learning

### Resources:

<https://www.screenprinting.com/blogs/news/how-to-print-t-shirts>

### Graphic Communications, 5th Edition

Adobe Illustrator  
Adobe Creative Suites  
ScreenPrinting.com  
Graphic Communications, 5<sup>th</sup> Edition  
Graphic Communications, 6<sup>th</sup> Edition

### Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [Newsela](#)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)
- [Zinn Education Project](#)

Amistad Resources for Social Studies:

## Graphic Arts III

	<ul style="list-style-type: none"> <li>• <a href="#">The New Jersey Amistad Commission Interactive Curriculum</a></li> <li>• <a href="#">New Jersey State Board Foundation</a></li> <li>• <a href="#">Civil Rights Teaching</a></li> <li>• <a href="#">Black Past</a></li> </ul> <p>AAPI Resources for Social Studies:</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul> <p><i>*Be sure to only include applicable resources.</i></p>
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### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Instructional paper handout	Instructional paper handout	Instructional paper handout	Have student explain assignment
Show sample of finished assignment	Show sample of finished assignment	Show sample of finished assignment	Go over assignment with aide or teacher assistant
Do assignment on Smartboard	Do assignment on Smartboard	Do assignment on Smartboard	Have aide or TA work with students
Have another assignment and special projects ready when they finish early	Have another assignment and special projects when they finish early	Go over assignment again and again if necessary	Go over assignment again and again if necessary
Help on level, struggling, and special needs student	Have a on level student help struggling and SN students	Have higher and on-level student helping student	Have higher and on-level student helping student
	Receive help from higher achieving student	Stand over students while they are working	Stand over students while they are working
		Sit with students one on one	Sit with students one on one
			Give more time to finish
			Modify assignments as per students needs

## Graphic Arts III

		<p>Give more time to finish</p> <p>Modify assignments as per students needs</p> <p>Receive help from higher level and on-grade students</p>	<p>Give students choice of assignments</p> <p>Use images from the internet</p> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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## Pacing Guide

Course Name	Content/Resources	Standards
UNIT 1: I-Movie Process and Production		
22 Days	<p><a href="#">Graphic Communications, 5th Edition</a></p> <p>Adobe Illustrator</p> <p>Adobe Creative Suites</p> <p>ScreenPrinting.com</p> <p>Graphic Communications, 5<sup>th</sup> Edition</p> <p>Graphic Communications, 6th Edition</p> <p><a href="#">How to Print T-Shirts   by ScreenPrinting.com</a></p>	<ul style="list-style-type: none"> <li>9.3.12.AR-PRT.1 Manage the printing process, including customer service and sales, scheduling, production and quality control.</li> <li>9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.</li> <li>9.3.12.AR-PRT.3 Perform finishing and distribution operations related to the printing process.</li> <li>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</li> <li>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of</li> </ul>

# Graphic Arts III

		<p>design communicate and express ideas.</p> <ul style="list-style-type: none"> <li>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</li> </ul>
UNIT 2: Screen Printing Procedures and Safety		
23 Days	<p><a href="#">Graphic Communications, 5th Edition</a></p> <p>Adobe Illustrator            Adobe Creative Suites            ScreenPrinting.com            Graphic Communications, 5<sup>th</sup> Edition            Graphic Communications, 6<sup>th</sup> Edition</p> <p><a href="#">How to Print T-Shirts   by ScreenPrinting.com</a></p>	<ul style="list-style-type: none"> <li>9.3.12.AR-PRT.1 Manage the printing process, including customer service and sales, scheduling, production and quality control.</li> <li>9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.</li> <li>9.3.12.AR-PRT.3 Perform finishing and distribution operations related to the printing process.</li> <li>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</li> <li>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</li> <li>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</li> </ul>
UNIT 3: Screen Printing Techniques		
22 Days	<p><a href="#">Graphic Communications, 5th Edition</a></p> <p>Adobe Illustrator            Adobe Creative Suites            ScreenPrinting.com            Graphic Communications, 5<sup>th</sup> Edition            Graphic Communications, 6<sup>th</sup> Edition</p> <p><a href="#">How to Print T-Shirts   by ScreenPrinting.com</a></p>	<ul style="list-style-type: none"> <li>9.3.12.AR-PRT.1 Manage the printing process, including customer service and sales, scheduling, production and quality control.</li> <li>9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.</li> <li>9.3.12.AR-PRT.3 Perform finishing and distribution operations related to the printing process.</li> </ul>



## Graphic Arts III

		<ul style="list-style-type: none"> <li>● 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</li> <li>● 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</li> <li>● 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</li> </ul>
UNIT 4: Marketing a Screen Printing Business		
23 Days	<p><a href="#">Graphic Communications, 5th Edition</a></p> <p>Adobe Illustrator            Adobe Creative Suites            ScreenPrinting.com            Graphic Communications, 5<sup>th</sup> Edition            Graphic Communications, 6th Edition</p> <p><a href="#">How to Print T-Shirts   by ScreenPrinting.com</a></p>	<ul style="list-style-type: none"> <li>● 9.3.12.AR-PRT.1 Manage the printing process, including customer service and sales, scheduling, production and quality control.</li> <li>● 9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.</li> <li>● 9.3.12.AR-PRT.3 Perform finishing and distribution operations related to the printing process.</li> <li>● 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</li> <li>● 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</li> <li>● 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</li> </ul>