

# Graphic Arts II

<b>Unit Title:</b> Workspace, Corrections & Selections		
<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>
9.2.12.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.
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.
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.
<b>Central Idea/Enduring Understanding:</b> Students will evaluate works of art based on aesthetic principles and artistic elements.		<b>Essential/Guiding Question:</b> Why is the expression of art important in everyday life?
<b>Content:</b> Workspace Toolset Palettes & Menus Corrections & Presets Customization Navigation of workspace Adobe Bridge Transforming Images Canvas dimensions Retouching basics Blur & sharpness Liquefy & distortion Panoramic images Repairing old photos Smart Tools in Photoshop Pixels Selection tools Deletions & extractions of objects Daving 7 loading selections		<b>Skills(Objectives):</b> Practice skills for the safe handling of materials, tools , and technology. Select appropriate resolutions for different image and output types. Demonstrate self awareness, creative thinking, confidence, self-discipline, collaboration, and risk taking. Observe, describe, analyze, interpret and evaluate the artistic content of graphic arts prototypes.

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<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><b><u>Interdisciplinary Connections:</u></b></p> <p><b>Computer Science and Design Thinking</b></p> <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 modifications 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> <p><b>English Language Arts Companion Standards</b></p> <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> <p><b>Media Arts Standards</b></p> <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>	
<p><b>Stage 2: Assessment Evidence</b></p>	
<p><b><u>Performance Task(s):</u></b>          Use technology resources and applications to create products using the design process          Contextualize and interpret texts, documents, pictures and objects.          Research, gather data, critique and evaluate products.</p>	<p><b><u>Other Evidence:</u></b>          Daily Do-Now activities          Vocabulary          Sketches/research          Participation          Following Class Procedures          Projects assessed using rubrics focused on skills taught, safety protocols and processes used</p>
<p><b>Stage 3: Learning Plan</b></p>	
<p><b><u>Learning Opportunities/Strategies:</u></b>          Whole group learning with teacher lecture, discussion, and demonstration          Guided practice          Independent practice          Small group instruction          Individual instruction          Cooperative learning</p>	<p><b><u>Resources:</u></b></p> <p><a href="#"><u>Graphic Communications, 5th Edition</u></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>Social Studies Resources:</p> <ul style="list-style-type: none"> <li><a href="#"><u>6.3 Suggested Framework K-12</u></a></li> </ul>

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	<ul style="list-style-type: none"> <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>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

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<p>Have another assignment and special projects ready when they finish early</p> <p>Help on level, struggling, and special needs student</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>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>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>
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**Unit Title:** Layers, Masks, Channels and Digital Photographs

### 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.

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<ul style="list-style-type: none"> <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>		
Standard	Performance Expectations	Core Ideas
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.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.
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.
<b>Central Idea/Enduring Understanding:</b> To understand the academic importance of graphic design and its relationship to communication.		<b>Essential/Guiding Question:</b> How do the elements and principles of design enhance communication?
<b>Content:</b> Selecting, converting and duplicating layers Blending and nondestructive editing Creating and editing channels <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> Create and manipulate multiple layers to composite images. Add and format text within an image. Create and edit alpha channel masks. Practice skills for the safe handling of materials, tools , and technology.
<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 modifications 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>		

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- **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 technology resources and applications to create products using the design process  
Contextualize and interpret texts, documents, pictures and objects.  
Research, gather data, critique and evaluate products.

#### 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:

#### [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](#)
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- [Stanford History Education Group](#)
- [Zinn Education Project](#)

#### Amistad Resources for Social Studies:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [New Jersey State Board Foundation](#)
- [Civil Rights Teaching](#)
- [Black Past](#)

#### AAPI Resources for Social Studies:

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	<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

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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>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</p>

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		Receive help from higher level and on-grade students	<p>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 Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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<b>Unit Title:</b> Typographic Design, Drawing and Advanced Layering		
<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.



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9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
<b>Central Idea/Enduring Understanding:</b> Constructive criticism and critique along with the ability to evaluate one's own products leads to growth and improvement.		<b>Essential/Guiding Question:</b> How has graphic design changed and or influenced modern society?
<b>Content:</b> Type and text Format and edit Type effects Scale and rotate Asian type Vector graphics Pen tool Paths Drawing and colors Importing objects Blending, moving and managing layers Shortcuts Blending effects Masking and merging layers Changing and updating layers <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> Apply layer effects and filters to create special effects including lighting effects and textures. Merge layers Practice skills for the safe handling of materials, tools , and technology.
<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 modifications 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> </ul>		

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- **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

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#### Amistad Resources for Social Studies:

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- [Civil Rights Teaching](#)
- [Black Past](#)

#### AAPL Resources for Social Studies:

#### LGBT and Disabilities Resources:

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

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			<p>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> Advanced Compositing and Color		
<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> Students will understand the importance of graphic design and its potential for enhancing all facets of interdisciplinary relationships.		<b>Essential/Guiding Question:</b> How does math affect graphic design?

## Graphic Arts II

<p><b><u>Content:</u></b></p> <p>Montages of images and filters  Shadows and borders  Color schemes  Automation of multi-step processes  Color management  Color profiles, blending and conversions  Editing proofs  Printing images</p> <p><b>Work Based Learning</b></p> <p>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><b><u>Skills(Objectives):</u></b></p> <p>Practice skills for the safe handling of materials, tools , and technology.  Apply bending and shading effects to create realistic composites.  Modify the brightness, contrast, color balance, hue, and saturation of images.</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.
- 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).
- 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

<p><b><u>Performance Task(s):</u></b></p> <p>_Use technology resources and applications to create products using the design process  Contextualize and interpret texts, documents, pictures and objects.  Research, gather data, critique and evaluate products.</p>	<p><b><u>Other Evidence:</u></b></p> <p>Daily Do-Now activities  Vocabulary  Sketches/research  Participation  Following Class Procedures  Projects assessed using rubrics focused on skills taught, safety protocols and processes used</p>
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## Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p>Whole group learning with teacher lecture, discussion, and demonstration</p>	<p><b><u>Resources:</u></b></p>
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## Graphic Arts II

<p>Guided practice Independent practice Small group instruction Individual instruction Cooperative learning</p>	<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>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>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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## Graphic Arts II

### 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	Give more time to finish
		Modify assignments as per students needs	Modify assignments as per students needs
		Receive help from higher level and on-grade students	Give students choice of assignments
			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
			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

# Graphic Arts II

## Pacing Guide

Course Name	Content/Resources	Standards
UNIT 1: Workspace, Corrections & Selections		
22 Days	<a href="#">Graphic Communications, 5th Edition</a>  Adobe Illustrator Adobe Creative Suites ScreenPrinting.com Graphic Communications, 5 <sup>th</sup> Edition Graphic Communications, 6th Edition	<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 2: Layers, Masks, Channels and Digital Photographs		
23 Days	<a href="#">Graphic Communications, 5th Edition</a>  Adobe Illustrator Adobe Creative Suites ScreenPrinting.com Graphic Communications, 5 <sup>th</sup> Edition Graphic Communications, 6th Edition	<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</li> </ul>



## Graphic Arts II

		<p>elements and principles of 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 3:Typographic Design, Drawing and Advanced Layering		
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>	<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 4:Advanced Compositing and Color		
22Days	<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>	<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</li> </ul>

## Graphic Arts II

		<p>visual arts and its role in and impact on society.</p> <ul style="list-style-type: none"><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>
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