

Graphic Arts I

Unit Title: Illustrator & Drawing

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

Standard	Performance Expectations	Core Ideas
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.

Central Idea/Enduring Understanding:

Students will understand the importance of graphic design and its potential for enhancing all facets of interdisciplinary relationships.

Essential/Guiding Question:

How can Graphic Arts enhance aesthetic awareness in all facets of everyday life?

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

Skills(Objectives):

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.

Graphic Arts I

- 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 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:

Adobe Illustrator
Adobe Creative Suites
ScreenPrinting.com
Graphic Communications, 5th Edition
Graphic Communications, 6th 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](#)

Graphic Arts I

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

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
		Stand over students while they are working	Stand over students while they are working
			Sit with students one on one
			Give more time to finish

Graphic Arts I

	Receive help from higher achieving student	<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>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>
--	--	---	---

Unit Title: Shapes and Colors		
Stage 1: Desired Results		
Standards & Indicators:		
9.3 Career & Technical Education Standards <ul style="list-style-type: none"> 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		
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.

Graphic Arts I

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.
<u>Central Idea/Enduring Understanding:</u> Students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and to create and communicate knowledge		<u>Essential/Guiding Question:</u> How can technology tools improve communication and collaboration in order to create a product and or solve a problem?
<u>Content:</u> Functions in shapes Functions in objects Transforming objects Aligning and distributing shapes Swatch libraries Eyedropper functions Custom color functions Gradients and Pantone Symbols Work Based Learning Guest speakers from the industry related to graphic arts		<u>Skills(Objectives):</u> 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. Observe, describe, analyze, interpret and evaluate the artistic content of graphic arts prototypes.
<u>Interdisciplinary Connections:</u> Computer Science and Design Thinking <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. 		

Graphic Arts I

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:

Adobe Illustrator
Adobe Creative Suites
ScreenPrinting.com
Graphic Communications, 5th Edition
Graphic Communications, 6th 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:

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

AAPI Resources for Social Studies:

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)

Graphic Arts I

	<ul style="list-style-type: none"> • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar <p><i>*Be sure to only include applicable resources.</i></p>
--	--

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
<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, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p>

Graphic Arts I

		Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
--	--	--

Unit Title: Paths, Layers, and Types		
Stage 1: Desired Results		
Standards & Indicators: 9.3 Career & Technical Education Standards <ul style="list-style-type: none"> 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		
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.
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.
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.
Central Idea/Enduring Understanding: Students will use digital tools to access, manage, evaluate, and synthesize information in order to		Essential/Guiding Question: How can technology tools improve communication and collaboration in order to create a product and or solve a problem?

Graphic Arts I

solve problems and to create and communicate knowledge	
<p><u>Content:</u></p> <p>Pencil tools Smoothing Tools Curves & Straight Paths Pen Tool Combo Path Ink Manipulating Paths & Anchors Layers Importing & Formatting Text Versions of Layout Creating edit styles Special characters Wrapping text</p>	<p><u>Skills(Objectives):</u></p> <p>Use a full range of transformation and distortion tools to accurately modify an object's shape. Develop illustrations using advanced selection, organization, and drawing tools. Design an advertisement using appropriate typography, drawing tools, and a clipping mask to contain the art within a shape. Acquire an understanding of graphic design software and be able to produce professional quality art work</p>
<p><u>Interdisciplinary Connections:</u></p> <p>Computer Science and Design Thinking</p> <ul style="list-style-type: none"> 8.1.12.CS.2: Model interactions between application software, system software, and hardware. 8.1.12.CS.3: Compare the functions of application software, system software, and hardware. 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. 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. <p>English Language Arts Companion Standards</p> <ul style="list-style-type: none"> 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. <p>Media Arts Standards</p> <ul style="list-style-type: none"> 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. 	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <p>Use technology resources and applications to create products using the design process Contextualize and interpret texts, documents, pictures and objects.</p>	<p><u>Other Evidence:</u></p> <p>Daily Do-Now activities Vocabulary Sketches/research Participation</p>

Graphic Arts I

Research, gather data, critique and evaluate products.	Following Class Procedures Projects assessed using rubrics focused on skills taught, safety protocols and processes used
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Whole group learning with teacher lecture, discussion, and demonstration Guided practice Independent practice Small group instruction Individual instruction Cooperative learning</p>	<p><u>Resources:</u></p> <p>Adobe Illustrator Adobe Creative Suites ScreenPrinting.com Graphic Communications, 5th Edition Graphic Communications, 6th Edition Social Studies Resources:</p> <ul style="list-style-type: none"> • 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 <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • New Jersey State Board Foundation • Civil Rights Teaching • Black Past <p>AAPI Resources for Social Studies:</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar

Graphic Arts I

		<i>*Be sure to only include applicable resources.</i>	
<u>Differentiation</u>			
*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	Give more time to finish
		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 I

Unit Title: Effects, Combinations and Output

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

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.
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.

Central Idea/Enduring Understanding:

Students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and to create and communicate knowledge

Essential/Guiding Question:

How can technology tools improve communication and collaboration in order to create a product and or solve a problem?

Content:

Banner logos
3D cylinders
Vector/bitmap graphics
Art board editing
Placing photoshop
Masking images
Sampling colors
Replacing images
Saving work
Exporting work
Printing process
Output for devices
Save to Adobe PDF,JPEG,TIFF

Skills(Objectives):

Understand the academic importance of graphic design and its potential for interdisciplinary relationship within the curriculum.
Acquire an understanding of graphic design software and produce professional quality art work.
Demonstrate an acceptance of constructive criticism and the ability for ongoing self-evaluation and growth.
Explain the different formats for saving Illustrator files.
Describe the differences between PDF, JPEG, TIFF and GIF.
Explain the difference between linking and embedding an image and determine when it's appropriate for each to be used.

Graphic Arts I

Interdisciplinary Connections:

Computer Science and Design Thinking

- 8.1.12.CS.2: Model interactions between application software, system software, and hardware.
- 8.1.12.CS.3: Compare the functions of application software, system software, and hardware.
- 8.1.12.AP.3: Select and combine control structures for a specific application based upon performance and readability, and identify trade-offs to justify the choice.
- 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.
- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

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.
- NJLSA.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 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

Resources:

Adobe Illustrator
Adobe Creative Suites
ScreenPrinting.com
Graphic Communications, 5th Edition
Graphic Communications, 6th Edition

Social Studies Resources:

Graphic Arts I

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

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
<p>Instructional paper handout</p> <p>Show sample of finished assignment</p> <p>Do assignment on Smartboard</p>	<p>Instructional paper handout</p> <p>Show sample of finished assignment</p> <p>Do assignment on Smartboard</p>	<p>Instructional paper handout</p> <p>Show sample of finished assignment</p> <p>Do assignment on Smartboard</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>

Graphic Arts I

<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>
--	---	--	--

Pacing Guide

Course Name	Content/Resources	Standards
UNIT 1:		
<p>Illustrator & Drawing</p> <p>23 Days</p>	<p>Adobe Illustrator</p> <p>Adobe Creative Suites</p> <p>ScreenPrinting.com</p> <p>Graphic Communications, 5th Edition</p> <p>Graphic Communications, 6th Edition</p>	<ul style="list-style-type: none"> 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,

Graphic Arts I

		<p>multimedia or digital media products.</p> <ul style="list-style-type: none"> ● 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.
UNIT 2:		
<p>Shapes & Colors 22 Days</p>	<p>Adobe Illustrator Adobe Creative Suites ScreenPrinting.com Graphic Communications, 5th Edition Graphic Communications, 6th Edition</p>	<ul style="list-style-type: none"> ● 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.
UNIT 3:		
<p>Paths, Layers, and Types 23 Days</p>	<p>Adobe Illustrator Adobe Creative Suites ScreenPrinting.com</p>	<ul style="list-style-type: none"> ● 9.3.12.AR-PRT.1 Manage the printing process, including customer service and sales,

Graphic Arts I

	<p>Graphic Communications, 5th Edition</p> <p>Graphic Communications, 6th Edition</p>	<p>scheduling, production and quality control.</p> <ul style="list-style-type: none"> ● 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.
UNIT 4:		
<p>Effects, Combinations and Output</p> <p>22 Days</p>	<p>Adobe Illustrator</p> <p>Adobe Creative Suites</p> <p>ScreenPrinting.com</p> <p>Graphic Communications, 5th Edition</p> <p>Graphic Communications, 6th Edition</p>	<ul style="list-style-type: none"> ● 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.