

Verona Public School District Curriculum Overview

Graphic Design - Print Design

**Curriculum Committee Members:**

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Supervisors:

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Curriculum Developed:

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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

Students will learn Adobe InDesign, an industry-standard tool for creating page layouts for print and digital publications. Students will design layouts for posters, flyers, brochures, as well as content suited for magazine, newspaper, and book publication.

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> x A. Technology Operations and Concepts x B. Creativity and Innovation x C. Communication and Collaboration x D. Digital Citizenship x E. Research and Information Fluency x F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> x A. The Nature of Technology: Creativity and Innovation x B. Technology and Society x C. Design <ul style="list-style-type: none"> D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> x CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> x CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> x CRP5. Consider the environmental, social, and economic impact of decisions. x CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) x C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction x C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<ul style="list-style-type: none"> ● Adobe InDesign ● Adobe Illustrator 	<ul style="list-style-type: none"> ● Teacher prepared tutorials ● Youtube videos ● Adobe videos

Curriculum Scope & Sequence

Subject/Grade Level: FINE ARTS/9-12

Course: GRAPHIC DESIGN/PRINT DESIGN (emphasis Adobe InDesign)

Unit	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
Elements and Principles of Art / Design Process*	3 wks	1.3.12.D.2 1.3.12.D.3 1.4.12.A.4 1.4.12.B.1	<p><i>Students will be able to <u>independently</u> use their learning to:</i></p> <ul style="list-style-type: none"> • use the elements and principles of Art to create designs that convey their message visually. 	<p>When applied, the elements and principles of art enhance visual communication.</p> <p>The elements and principles of art give visual communicators a common vocabulary to use when discussing anything visual.</p> <p>Both artist and designers use the elements and principles of art as a unifying guide to create visual order and good design.</p>	<p>Why are the elements and principles of art essential to good design?</p> <p>Are the elements and principles of design meant to be strict rules or as guides in visual communication?</p> <p>Do the elements and principles of art apply to both traditional art (paintings, sculpture, etc.) and digital art & design?</p> <p>What is effective visual communication?</p>
Software Interface/ Digital Organization*	3 wks	8.1.12.A.2	<p><i>Students will be able to <u>independently</u> use their learning to:</i></p> <ul style="list-style-type: none"> • use Adobe InDesign (tools, palettes and features) to create their design ideas. • organize their files in a way that allows them to work in a more efficient manner and collaborate 	<p>Technology can be effectively utilized to create and/or enhance their creative ideas.</p> <p>Proper file organization will allow a more productive and efficient working environment.</p>	<p>How does technology help or hinder your creativity?</p> <p>Can project management skills translate to any other part of your life?</p>

			easily with other students.		
Persuasive Design	4 wks	8.1.12.D.2 1.3.12.D.2 1.4.12.A.3 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p><i>Students will be able to <u>independently</u> use their learning to:</i></p> <ul style="list-style-type: none"> • create designs that convey a complex, compelling and sympathetic message visually to a target audience that supports an idea or belief. • be able to identify art and design that is persuasive. 	<p>Artists communicate ideas and emotions by using elements and principles of art as their visual language.</p> <p>Visual communication is a powerful tool to convey meaning and messages.</p>	<p>What must something have (design, speech, etc.) to be persuasive?</p> <p>Can visual communication be more powerful than spoken words?</p>
Instructional Design	3 weeks	8.1.12.D.2 1.3.12.D.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p><i>Students will be able to <u>independently</u> use their learning to:</i></p> <ul style="list-style-type: none"> • translate a complex idea or process into a simple visual design. 	<p>Designers are required to break down complex ideas and communicate them in simple terms for the masses.</p> <p>Designers must consider their target audience's learning styles when designing instructional design.</p>	<p>Why is it important for a designer to consider their target audience when designing?</p> <p>Is it important to incorporate visuals with instructions/directions?</p>
Designing Across Cultures / Cultural Influences	4 weeks	8.1.12.D.2 1.1.12.D.1 1.2.12.A.1 1.3.12.D.2 1.3.12.D.5 1.4.12.A.4 1.4.12.B.1 1.4.12.B.2	Create and identify designs that target different cultures and socioeconomic groups.	<p>Successful visual communication uses a target audience as a guide to create impactful and appropriate designs.</p> <p>A designer must research and understand their target</p>	<p>Is it possible to create an effective design for a culture other than your own?</p> <p>Is there anything that transcends cultural divides?</p>

		1.4.12.B.3		audience in order to create a design that appeals to them.	
Multiple Page Design	4 weeks	8.1.12.A.2 8.1.12.D.2 1.3.12.D.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	Organize and prioritize text, images, charts, etc. to create a creative and informative multi page design.	Designers manipulate the audience's response to what they design by using the principles and elements of art and design. Organization is an essential tool when designing.	Is beauty (great design) more important than substance (text)? How important is organization in design?
Portfolio	2 wks	8.1.12.A.2 1.3.12.D.1 1.2.12.A.1	Create a portfolio that accurately reflects their progress, learning and skills developed throughout this class.	Presenting oneself and one's work in a professional manner is essential in order to demonstrate the designer's ability to work at a high level of excellence.	Are first impressions important when presenting yourself and your work to a potential employer? What can we do to ensure success when presenting our self and our design work?

* Units will be taught simultaneously.