

Winslow Township School District
9-12 Introduction to Digital Design
Unit 1: User Interface

Overview: In this unit, Students will demonstrate an understanding of basic tools necessary in creating and editing images

Overview	Standards	Unit Focus	Essential Questions
<u>Unit 1</u> User Interface	<ul style="list-style-type: none"> • 1.2.12prof.Cr1a • 1.2.12prof.Pr4a • 1.2.12prof.Cn10a • 1.2.12prof.Cn10b 	<ul style="list-style-type: none"> • Identify the parts of the screen including the toolbox, panels, menus, etc. • Discuss the functions of the Adobe Products including Illustrator, Photoshop & InDesign • Students will learn how to open, create, edit, save & retrieve electronic work • Students will explore the functions of the different tools available through the completion of various design projects. 	<ul style="list-style-type: none"> • What are the parts of the screen? • How do I open, create, edit, save and retrieve electronic work? • What is the Adobe Creative Suite? • How does the software enhance our ability to create successful designs? • How can we best use the various tools in illustrator to achieve our desired results in a design?
<i>Unit 1: Enduring Understandings</i>	<ul style="list-style-type: none"> • The Adobe Creative Suite is valuable editing software that can help us achieve specific effects in our designs. • Knowing the tools, functions, and shortcuts can help us efficiently create, edit, save and retrieve designs • Navigation of the User Interface is essential to increase work efficiency. • The software provides functions to create professional looking designs by delivering tools & functions that help to create & align graphics & type. • The software enhances our ability to create graphic design through methods of adding texture and clip art. 	<ul style="list-style-type: none"> • What do the various tools do? 	

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Curriculum Unit 1	Standards		Pacing	
			Days	Unit Days
Unit 1: User Interface	1.2.12prof.Cr1a	Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes	2	10
	1.2.12prof.Pr4a	Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.	2	
	1.2.12prof.Cn10a	Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences	2	
	1.2.12prof.Cn10b	Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.	2	
	Assessment, Re-teach and Extension		2	

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Unit 1 Grade 9-12		
Enduring Understanding	Indicator #	Performance Expectation
Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression	1.2.12prof.Cr1a	Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes
Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.	1.2.12prof.Pr4a	Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.	1.2.12prof.Cn10a	Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.
Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.	1.2.12prof.Cn10b	Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.

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Unit 1 Grade 9-12

Assessment Plan

Teacher Created Formative Assessments

- Terminology Quizzes.
- Design Projects.
- Tutorial exercises and packets
- Pre-planning thumbnail sketches

Teacher Created Summative Assessments

- End of Unit Exams.
- Mid-term Exams.
- Final Exams
- Portfolio Review

Alternative Assessments:

- Group Critiques of student work consisting of round robin style class discussions.
- Conduct short research projects on the cultural origins of graphic design including analysis and reflection.
- Use technology to create a slide presentation
- Observe online master videos of graphic methods and techniques followed by round robin style group discussion.
- Flash card “buzz” word review presented in a game show style.

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Resources	Activities
<p>Textbooks:</p> <p>Adobe, <i>Adobe Photoshop CC: Classroom in A Book</i>, Adobe Press Adobe, <i>Adobe Illustrator CC: Classroom in A Book</i>, Adobe Press Adobe, <i>Learn Adobe InDesign CC</i>, Adobe Press</p> <p>Digital Imaging Software:</p> <ul style="list-style-type: none"> ○ Adobe Creative Cloud: Illustrator ○ Adobe Creative Cloud: Photoshop ○ Adobe Creative Cloud: InDesign <p>Other Software:</p> <ul style="list-style-type: none"> • G Suite (Classroom, Docs, Sheets) • Microsoft Office (Word, Power Point) • Internet Browsers (Chrome, Safari) • PC Browsers (Finder, Explorer) • Prezi <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ul style="list-style-type: none"> • The teacher will demonstrate and discuss how to navigate through file browsers (Finder, Bridge, Explorer, etc.) • Teacher will demonstrate and introduce the parts of the screen and industry terminology • Examine the history of graphic software design via Flash Card "Game Show" based on "Office" Metaphor lesson (paper, garbage can, paintbrush, etc.) • Students will create a graphic collage displaying evidence of how to save and insert files as well re-sizing images by constraining proportions. • At the start of each new software, students are to complete tutorial "packets" demonstrating basic software tools and functions.

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Instructional Best Practices and Exemplars

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| <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | <ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates |
|--|--|

**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training, 9.3
 21st Century Life and Careers & 9.4 Life Literacies and Key Skills**

9.2.12.CAP.2:
 Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.10:
 Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

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

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

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

9.4.12.DC.3:
 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.

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

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

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language. Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint: <https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.
<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction and demonstration
- Electronic, printed and verbal instruction
- One-on-one demonstration
- Leveled informational texts and videos via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Preferential seating
- Graphic organizers
- Study guides, study aids and re-teaching as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Contact parents, guidance & child study if students are in danger of failing.
- Provide an assignment sheet with step-by-step instructions as well as specifications for each project.
- Provide design templates.
- Provide study guides.
- Provide extended time for written assessments.
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer to create, edit and store student work.
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Relate to and identify commonalities in Digital Design studies in student’s home country • Use sentence/paragraph frames to assist with writing reports. • Work with a partner to develop and understand written and design projects • Provide extended time for written responses. • Assist with organization • Use of computer for quick translation • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

- ELA**
- NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- RI.9-10.1** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.2** Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- W.9-10.6** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- RI.11-12.1** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.12.CS.3:** Compare the functions of application software, system software, and hardware.
- 8.1.12.DA.2:** Describe the trade-offs in how and where data is organized and stored.
- 8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.