

Winslow Township School District
9-12 Introduction to Digital Design
Unit 3: Typography, Layout & Communication

Overview: In this unit, Students will discover how graphic design communicates a message through images and text.

Overview	Standards	Unit Focus	Essential Questions
<p><u>Unit 3</u></p> <p>Typography, Layout & Communication</p>	<ul style="list-style-type: none"> • 1.2.12prof.Cr1a • 1.2.12prof.Cr1b • 1.2.12prof.Cr1c • 1.2.12prof.Cr1d • 1.2.12prof.Cr3a • 1.2.12prof.Cr3b • 1.2.12prof.Pr5a • 1.2.12prof.Pr5c • 1.2.12prof.Re7a • 1.2.12prof.Re9a • 1.2.12prof.Cn10a • 1.2.12prof.Cn11a 	<ul style="list-style-type: none"> • Define and discuss the anatomy of type, type styles and define terms for typography parts. • Discuss the primary functions of type such as: prioritize and emphasize important information as well as attract and hold an audience’s attention. • Student will be able to demonstrate an understanding of how typographic design and page layout are affected by digital media (i.e, web graphics or print) • Define layout. Discuss use of space and demonstrate various ways to plan a page layout in order to produce products, which can be used in today’s economic market. 	<ul style="list-style-type: none"> • How does altering the anatomy of type change its overall impact? • How can type be used to effectively communicate a message? • How can we use digital imaging software to alter text? • What fonts and type style complement my applied art in such a way as to communicate effectively? • What makes a page layout functional? • How can I arrange my elements in order to provide a message that aligns with today’s market?
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Type is made up of many different parts, which affect the way type appears in text. • Text can be altered to serve different purposes and communicate different messages effectively. • Text and type can be used for artistic expression. • A functional layout makes effective use of text, imagery, and space to convey a message clearly. • A balance between contrast and harmony can help create a cohesive design and layout. 		

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Curriculum Unit 3	Standards		Pacing	
			Days	Unit Days
Unit 3: Typography, Layout & Communication	1.2.12prof.Cr1a	Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.	4	43
	1.2.12prof.Cr1b	Organize and design artistic ideas for media arts productions.	3	
	1.2.12prof.Cr1c	Critique plans, prototypes and production processes considering purposeful and expressive intent.	3	
	1.2.12prof.Cr1d	Apply aesthetic criteria in developing, refining and proposing media arts artwork	3	
	1.2.12prof.Cr3a	Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.	3	
	1.2.12prof.Cr3b	Demonstrate an understanding of media art principles through a selection of tools and production processes	3	
	1.2.12prof.Pr5a	Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.	5	
	1.2.12prof.Pr5c	Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.	6	
	1.2.12prof.Re7a	Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists	3	

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	1.2.12prof.Re9a	Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.	3	
	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.	3	
	1.2.12prof.Cn11a	Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).	2	
	Assessment, Re-teach and Extension		2	

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Unit 3 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 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.Cr1b	Organize and design artistic ideas for media arts productions
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.Cr1c	Critique plans, prototypes and production processes considering purposeful and expressive intent.
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.Cr1d	Apply aesthetic criteria in developing, refining and proposing media arts artwork
The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.	1.2.12prof.Cr3a	Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.	1.2.12prof.Cr3b	Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.
Media artists require a range of skills and abilities to creatively solve problems.	1.2.12prof.Pr5a	Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

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Media artists require a range of skills and abilities to creatively solve problems.	1.2.12prof.Pr5c	Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.
An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	1.2.12prof.Re7a	Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.	1.2.12prof.Re9a	Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.
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.
Understanding connections to varied contexts and daily life enhances a media artist's work.	1.2.12prof.Cn11a	Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

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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"> • Teacher will introduce the students to the function and importance of typography. The accompanying tasks of alignment, placement and margins within layouts will also be explained. • Students will create their own “font” by typing an existing word/words and then using the software to edit (stretch, re-scale, re-color). • Teacher will introduce classwork projects and assignments via project rubrics. For each major project, students will: pre-plan (sketch), produce/expedite, revise and then critique • The teacher will demonstrate the use of graphics tools to create vector and raster images. The student will use these tools in designing web based and graphic images. • Students will create their own currency by integrating and manipulating multiple styles of type and images. • Students will create a multi-part design project of a business office suite consisting of logo design, letterhead & an envelope using Adobe InDesign. • Students will create a multi-part design project of a celebratory event consisting of an emoji design incorporated into an invitation and wrapping paper using multiple software within the Adobe Creative Cloud. • 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	
1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations	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 21 st Century Life and Careers & 9.4 Life Literacies and Key Skills	
<p>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.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</p> <p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</p> <p>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p>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)</p> <p>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).</p> <p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</p> <p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p>	

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9.4.12.TL.1:

Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).

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. • 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.