Winslow Township School District
9-12 Introduction to Digital Design
Unit 4: Increased Work Rate & Tool Usage

Overview: In this unit, Students will increase work proficiency through proper tool selection & usage.

Overview	Standards	Unit Focus	Essential Questions
Unit 4 **Increased Work Rate & Tool Usage**	• **1.2.12prof.Cr1a** • **1.2.12prof.Cr1c** • **1.2.12prof.Pr4a** • **1.2.12prof.Pr5a** • **1.2.12prof.Pr5c** • **1.2.12prof.Re9a**	• Students will be able to demonstrate an understanding of various types of drawing, viewing and editing tools via creating and modifying images. • Students will be able to determine which tools, menus and user interface functions to use in order to increase the rate and efficiency of their work. • Students will seamlessly use multiple computer applications to complete design projects. • Compare and contrast similar functions within digital imaging software.	• What are the function of the tools, along with their options, necessary in order to solve the design problem? • What are the most efficient tools necessary in order to solve a design problem? • What chronological steps and methods are necessary in order to create art? • How can images be seamlessly transferred in and out of various computer applications? • How does the use of layers increase work productivity?
Unit 4: Enduring Understandings	• Tools can be classified by use for creating, editing. and viewing digital images. • It is most efficient to create an object once, then globally edit as necessary. • Adhering to the design process, (pre-planning, creating, editing, refining and critiquing) increases work proficiency. • There are multiple methods available for inserting & exporting objects. • Layers allow the user to separate objects and type as well as assign appearance attributes.		

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Curriculum Unit 4	Standards		Pacing	
			Days	Unit Days
Unit 4: **Increased Work Rate & Tool Usage**	**1.2.12prof.Cr1a**	Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.	4	45
	1.2.12prof.Cr1c	Critique plans, prototypes and production processes considering purposeful and expressive intent.	6	
	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.	15	
	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.	7	
	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.	7	
	1.2.12prof.Re9a	Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.	4	
	Assessment, Re-teach and Extension		2	

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Unit 4 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.Cr1c**	Critique plans, prototypes and production processes considering purposeful and expressive intent.
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.
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.
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.
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.

Unit 4 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.

Resources	Activities
Textbooks: Adobe, *Adobe Photoshop CC: Classroom in A Book, Adobe Press* Adobe, *Adobe Illustrator CC: Classroom in A Book, Adobe Press* Adobe, *Learn Adobe InDesign CC, Adobe Press* **Digital Imaging Software:** o Adobe Creative Cloud: Illustrator o Adobe Creative Cloud: Photoshop o Adobe Creative Cloud: InDesign **Other Software:** • G Suite (Classroom, Docs, Sheets) • Microsoft Office (Word, Power Point) • Internet Browsers (Chrome, Safari) • PC Browsers (Finder, Explorer) • Prezi **Diversity, Equity & Inclusion Educational Resources** https://www.nj.gov/education/standards/dei/	• Teacher will demonstrate tools in the toolbox, viewing aides, and palettes. • Students will be responsible for independent research /presentation on how to use tools along with their options and settings. • Students will watch online videos and complete accompanying teacher created tutorials. • Students will complete tutorial packets that introduce them to various tools and methods, such as digital painting, via mini design projects. • Students will be demonstrate an understanding of art methods through the creation and editing of design projects, including both web & print graphics. • Teacher will demonstrate the function, use and importance of palettes. The student will edit images using layering and color correction techniques and selections. • Students will use viewing aides such as guides, grids, templates and rulers throughout each design project. • For each major project, students will engage in the design process: pre-plan (sketch), produce/expedite, revise and then critique. • Students will create a graphic collage of images that allows them to navigate through multiple computer applications using Adobe Illustrator. • Students will create their own currency by integrating and manipulating multiple styles of type and images using Adobe Photoshop. • 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.

Instructional Best Practices and Exemplars	
1. Identifying similarities and differences	6. Cooperative learning
2. Summarizing and note taking	7. Setting objectives and providing feedback
3. Reinforcing effort and providing recognition	8. Generating and testing hypotheses
4. Homework and practice	9. Cues, questions, and advance organizers
5. Nonlinguistic representations	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.3:
Investigate how continuing education contributes to one's career and personal growth.
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.
9.3.12.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.
9.4.12.CI.1:
Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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)
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).
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).
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 (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/

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

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

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
 ☐ Grades 9-12 WIDA Can Do Descriptors:
     ☐ Listening ☐ Speaking ☐ Reading
     ☐ Writing ☐ Oral Language
 Students will be provided with accommodations and modifications that may include:
 • 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
	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.
	 • 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
	 Additional Strategies may be located at the links:
	 ❖ 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 NJSLS 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.