

**Winslow Township School District**  
**9-12 Introduction to Digital Design**  
**Unit 5: File Type, Storage & Industry Standard Ethics**

**Overview:** In this unit, Students will become familiar with file types and their influence on industry graphic standards.

Overview	Standards	Unit Focus	Essential Questions
<p><a href="#"><u>Unit 5</u></a></p> <p><b>File Type, Storage &amp; Industry Standard Ethics</b></p>	<ul style="list-style-type: none"> <li>• <b>1.2.12prof.Cr1c</b></li> <li>• <b>1.2.12prof.Cr2b</b></li> <li>• <b>1.2.12prof.Pr4a</b></li> <li>• <b>1.2.12prof.Pr5a</b></li> <li>• <b>1.2.12prof.Pr5c</b></li> <li>• <b>1.2.12prof.Pr6a</b></li> <li>• <b>1.2.12prof.Cn11b</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand how file size dictates file type.</li> <li>• Students will be able to demonstrate the ethics behind protecting their work and copyrights.</li> <li>• The concept of storage including local, network and cloud, will be defined, examined and discussed.</li> <li>• Vector (Print) and Raster (Web) graphics will be compared and contrasted.</li> <li>• Decipher and demonstrate how file resolution is handled and manipulated within each of the digital imaging software .</li> </ul>	<ul style="list-style-type: none"> <li>• How can I effectively store, duplicate, and/or view digital files?</li> <li>• What is resolution and how does it dictate file type and size?</li> <li>• What does it mean to store locally versus globally?</li> <li>• What is the most efficient way to transfer files?</li> <li>• What are copyrights and watermarks?</li> <li>• Is it stealing to take images off the internet?</li> </ul>
<p><i>Unit 5: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• File resolution is the clarity of an image and is measured by the number of pixels or points that it contains. The higher the number, the higher the resolution, the clearer the image.</li> <li>• File type is dictated by file size which in turn effects file transfer.</li> <li>• Storing files can be accomplished on a hard drive, local network or through global networks including cloud storage.</li> <li>• Using watermarks, along with file compression/formatting, are some of the methods used to protect against plagiarism and copyright infringement .</li> <li>•</li> </ul>		

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Curriculum Unit 5	Standards		Pacing	
			Days	Unit Days
<b>Unit 5: File Type, Storage &amp; Industry Standard Ethics</b>	<b>1.2.12prof.Cr1c</b>	Critique plans, prototypes and production processes considering purposeful and expressive intent.	3	31
	<b>1.2.12prof.Cr2b</b>	Critique plans, prototypes and production processes considering purposeful and expressive intent.	2	
	<b>1.2.12prof.Pr4a</b>	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.	6	
	<b>1.2.12prof.Pr5a</b>	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	
	<b>1.2.12prof.Pr5c</b>	Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks	7	
	<b>1.2.12prof.Pr6a</b>	Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.	2	
	<b>1.2.12prof.Cn11b</b>	Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity	2	
	Assessment, Re-teach and Extension			

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Unit 5 Grade 9-12		
Content Statement	Indicator #	Indicator
Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.	<b>1.2.12prof.Cr1c</b>	Critique plans, prototypes and production processes considering purposeful and expressive intent.
Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning	<b>1.2.12prof.Cr2b</b>	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.	<b>1.2.12prof.Pr4a</b>	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.	<b>1.2.12prof.Pr5a</b>	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.	<b>1.2.12prof.Pr5c</b>	Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks
Media artists present, share and distribute media artworks through various social, cultural, and political contexts.	<b>1.2.12prof.Pr6a</b>	Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.
Understanding connections to varied contexts and daily life enhances a media artist's work.	<b>1.2.12prof.Cn11b</b>	Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity

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**Unit 5 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.
- 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><b>Textbooks:</b></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><b>Digital Imaging Software:</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Adobe Creative Cloud: Illustrator</a></li> <li>○ <a href="#">Adobe Creative Cloud: Photoshop</a></li> <li>○ <a href="#">Adobe Creative Cloud: InDesign</a></li> </ul> <p><b>Other Software:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">G Suite (Classroom, Docs, Sheets)</a></li> <li>• <a href="#">Microsoft Office (Word, Power Point)</a></li> <li>• <a href="#">Internet Browsers (Chrome, Safari)</a></li> <li>• <a href="#">PC Browsers (Finder, Explorer)</a></li> <li>• <a href="#">Prezi</a></li> </ul> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b>  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ul style="list-style-type: none"> <li>• Teacher will demonstrate tools in the toolbox, viewing aides, and palettes.</li> <li>• Students will be responsible for independent research /presentation on how to use tools along with their options and settings.</li> <li>• Students will watch online videos and complete accompanying teacher created tutorials.</li> <li>• Students will complete tutorial packets that introduce them to various tools and methods, such as digital painting, via mini design projects.</li> <li>• Students will be demonstrate an understanding of art methods through the creation and editing of design projects, including both web &amp; print graphics.</li> <li>• Teacher will demonstrate the function, use and importance of palettes. The student will edit images using layering and color correction techniques and selections.</li> <li>• Students will use viewing aides such as guides, grids, templates and rulers throughout each design project.</li> <li>• Students will create a graphic collage of images that allows them to navigate through multiple computer applications using Adobe Illustrator.</li> <li>• Students will create their own currency by integrating and manipulating multiple styles of type and images using Adobe Photoshop.</li> <li>• Students will create a multi-part design project of a business office suite consisting of logo design, letterhead &amp; an envelope using Adobe InDesign.</li> <li>• 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.</li> </ul>

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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 <sup>st</sup> Century Life and Careers & 9.4 Life Literacies and Key Skills	
<p><b>9.2.12.CAP.2:</b>            Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p><b>9.2.12.CAP.3:</b>            Investigate how continuing education contributes to one's career and personal growth.</p> <p><b>9.2.12.CAP.10:</b>            Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p><b>9.3.12.AR.6</b>            Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology &amp; Communications Career Cluster.</p> <p><b>9.3.12.AR-VIS.1</b>            Describe the history and evolution of the visual arts and its role in and impact on society.</p> <p><b>9.3.12.AR-VIS.2</b>            Analyze how the application of visual arts elements and principles of design communicate and express ideas.</p> <p><b>9.3.12.AR-VIS.3</b>            Analyze and create two and three-dimensional visual art forms using various media.</p> <p><b>9.4.12.CI.1:</b>            Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p><b>9.4.12.CI.2:</b>            Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8)</p> <p><b>9.4.12.DC.1:</b>            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><b>9.4.12.DC.3:</b>            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><b>9.4.12.IML.1:</b>            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:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Relate to and identify commonalities in Digital Design studies in student’s home country</li> <li>• Use sentence/paragraph frames to assist with writing.</li> <li>• Work with a partner to develop and understand written and design projects</li> <li>• Provide extended time for written responses.</li> <li>• Assist with organization</li> <li>• Use of computer for quick translation</li> <li>• Emphasize/highlight key concepts</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<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"> <li>• Raise levels of intellectual demands</li> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>• Provide higher level texts</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Critical and creative thinking activities that provide an emphasis on research and in-depth study</li> <li>• Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>

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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 Technology Standards 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.