

**Winslow Township School District**  
**10-12 Digital Imaging I**  
**Unit 1: User Interface Expanded**

**Overview:** In this unit, Students will further explore digital imaging tools & methods utilized in creating and editing images.

Overview	Standards	Unit Focus	Essential Questions
<p><a href="#"><u>Unit 1</u></a></p> <p><b>User Interface Expanded</b></p>	<ul style="list-style-type: none"> <li>• <b>1.2.12acc.Cr1a</b></li> <li>• <b>1.2.12acc.Pr4a</b></li> <li>• <b>1.2.12acc.Cn10a</b></li> <li>• <b>1.2.12acc.Cn10b</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explore the settings and options available embedded within the tools and palettes.</li> <li>• Students will demonstrate an understanding of how tools and palettes are organized and how to customize a workspace.</li> <li>• Compare and contrast selection tools and methods.</li> <li>• Analyze various means to create, blend and edit shapes.</li> <li>• Differentiate between adding color, color correction and replacing color.</li> <li>• Analyze various methods to add texture and create transparencies.</li> <li>• Explore the function of layers.</li> </ul>	<ul style="list-style-type: none"> <li>• What is a selection?</li> <li>• How can I combine shapes in order to create new objects?</li> <li>• How can texture be added or retained when re-coloring?</li> <li>• How do I make and save custom colors and gradients?</li> <li>• What is the method for correcting overall color?</li> <li>• What are channels and modes?</li> </ul>
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• A selection is a way of editing only part of an image.</li> <li>• Using the shape builder tool, blend mode and the Pathfinder palette allow for creation of new objects.</li> <li>• Filters, blending modes, adjustment layers and using replace color are methods in which you can add color while still retaining texture.</li> <li>• Adjustments and Auto Color are methods used for correcting overall color.</li> <li>• Channels and modes are means which allow the user to select the color family to work within such as RGB, CMYK, Grayscale, etc.</li> </ul>		

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Curriculum Unit 1	Standards		Pacing	
			Days	Unit Days
<b>Unit 1: User Interface Expanded</b>	<b>1.2.12acc.Cr1a</b>	Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.	4	42
	<b>1.2.12acc.Pr4a</b>	Integrate various arts, media arts forms and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.	15	
	<b>1.2.12acc.Cn10a</b>	Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.	15	
	<b>1.2.12acc.Cn10b</b>	Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.	5	
	Assessment, Re-teach and Extension		3	

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Unit 1 Grade 10-12		
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	<b>1.2.12acc.Cr1a</b>	Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.
Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.	<b>1.2.12acc.Pr4a</b>	Integrate various arts, media arts forms and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.
Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.	<b>1.2.12acc.Cn10a</b>	Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.
Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.	<b>1.2.12acc.Cn10b</b>	Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.

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**Unit 1 Grade 10-12**

**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><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>• The teacher will review how to navigate through file browsers (Finder, Bridge, Explorer, etc.) as well as parts of the screen and industry terminology</li> <li>• Revisit the history of graphic software design via Flash Card "Game Show" based on "Office" Metaphor lesson (paper, garbage can, paintbrush, etc.) by making those analogies with each new tool or method introduced.</li> <li>• At the start of each new software, students are to complete tutorial "packets" demonstrating basic software tools and functions.</li> <li>• For all design projects, students will complete the following design process: sketch, create, critique and revisit if necessary.</li> <li>• Students will demonstrate an understanding of logo design by studying famous logos and then creating their own that is to be printed at three different sizes showing their effectiveness regardless of scale.</li> <li>• Students will explore the industry of package design by redesigning and reengineering a new package, while infusing their logo creation.</li> <li>• Students will design and create a dramatic invitation suitable for a celebratory event.</li> <li>• Students will design and create a multi-segmented design suite following a motif of either travel or music driven by their passion. As per teacher approval, the suite contains a postcard, travel brochure, flyer and scrapbook for travel. For music, students will create a CD cover, program cover, flyer and also a scrapbook.</li> <li>• For the travel/music suite, students also create a display of all products using a format of their choice.</li> <li>• Students will design and create a multi-panel holiday card based around the design theme of a visual pun or cross-link/hybrid of two images.</li> <li>• Students will design and create a 4 paneled postal stamp plate block.</li> <li>• Towards the end of the class, students will create a portfolio highlighted their strongest work from throughout the school year.</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.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>9.4.12.CI.1:</b>            Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</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.</p> <p><b>9.4.12.IML.1:</b>            Compare search browsers and recognize features that allow for filtering of information.</p> <p><b>9.4.12.TL.1:</b>            Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.</p> <p>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 &amp; 9.4:</p> <p><b>Philadelphia Mint</b>  <a href="https://www.usmint.gov/learn/kids/resources/educational-standards">https://www.usmint.gov/learn/kids/resources/educational-standards</a></p> <p><b>Different ways to teach Financial Literacy.</b>  <a href="https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/">https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</a></p>	

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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 Imaging studies in student’s home country</li> <li>• Use sentence/paragraph frames to assist with writing reports.</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 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.
- 8.2.12.NT.2:** Redesign an existing product to improve form or function.