

Pine Hill Public Schools Curriculum

Content Area:		Special Areas	
Course Title/ Grade Level:		Graphic Design & Technology 9-12	
Unit 1:	Safety and First Aid	Month:	1st Half - September
Unit 2:	Measurement/Basic Layout	Month:	2nd Half - September
Unit 3:	Layout & Design/Layering Basics Introduction to Printing Processes	Month:	October/1st Half - November
Unit 4:	Electronic Imaging/Desktop Publishing	Month:	2nd Half - November/December
Unit 5:	Electronic Imaging/Typographyic Design	Month:	January/February
Unit 6:	Electronic Imaging/ Page Layout	Month:	March/April
Unit 7:	Printing Processes	Month:	May
Unit 8:	Media Exploration/Career Opportunities	Month:	June
Date Created or Revised:		June 2012	
BOE Approval Date:		07/17/2012	

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Unit Title: Safety and First Aid		Unit #1
Course or Grade Level: Graphic Design & Tech/9-12		Length of Time: 1st Half of September
Pacing	5 Days	
Essential Questions	<ul style="list-style-type: none"> • What is OSHA? • Why is safety important in our school, workplace and home? • What procedures and work habits contribute to a safe work environment? • What is a medical emergency? 	
Content	<ul style="list-style-type: none"> • Safety • Evacuation and Lockdown • First aid 	
Skills	<ul style="list-style-type: none"> • Identify and locate fire safety equipment • Identify and locate all safety and first aid equipment • Identify and locate flammables and storage • Identify, locate, and comprehend MSDS • Demonstrate proper safety procedures when operating equipment • Follow approved shop safety dress code • Demonstrate safe work habits 	
Assessments	<ul style="list-style-type: none"> • Quiz/Tests • Summary & Review Questions • Teacher Observation • Student Demonstration • Projects 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math • Science • Language Arts • History 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Graphic Communications / Z. A. Prust 1994 • Photo Offset Fundamentals /J. E. Cogoli 1980 • Adobe Illustrator CS4 Classroom in a Book 2009 • Adobe Photoshop CS4 Classroom in a Book 2009 • Video/Teacher Handouts • I-Mac Computers/Scanner/Internet • HP 6015 Printer/HP 5500 Printer • 4500 Xerox • AB Dick 360 Press • Adobe Creative Suite CS 4 • Projects 	
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Unit Title: Measurement and Basic Layout		Unit #2
Course or Grade Level: Graphic Design & Tech/9-12		Length of Time: 2nd Half of September
Pacing	10 days	
Essential Questions	<ul style="list-style-type: none"> • What are Units of Measure and How are they used in Graphic Arts? • What tools are used to measure layouts? • What are the basic layout sizes? • What are the basic paper sizes? 	
Content	<ul style="list-style-type: none"> • Units of measure • Standard Paper sizes • Measuring tools • Layout tools • Artboards 	
Skills	<ul style="list-style-type: none"> • Demonstrate ability to measure • Demonstrate ability identify paper sizes and orientation • Identify and use layout tools • Identify and use an Artboard 	
Assessments	<ul style="list-style-type: none"> • Quiz/Tests • Summary & Review Questions • Teacher Observation • Student Demonstration • Projects 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math • Science • Language Arts • History 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Graphic Communications / Z. A. Prust 1994 • Photo Offset Fundamentals /J. E. Cogoli 1980 • Adobe Illustrator CS4 Classroom in a Book 2009 • Adobe Photoshop CS4 Classroom in a Book 2009 • Video/Teacher Handouts • I-Mac Computers/Scanner/Internet • HP 6015 Printer/HP 5500 Printer • 4500 Xerox/AB Dick 360 Press • Adobe Creative Suite CS 4 • Projects 	
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Unit Title: Layout & Design/Layering Basics		Unit #3
Course or Grade Level: Graphic Design & Tech/9-12		Length of Time: October/1st Half - November
Pacing	26 days	
Essential Questions	<ul style="list-style-type: none"> • How are printed objects reproduced? • What are the stages of producing layouts? • What are the principles of design as related to Graphic Technology? • What is a Photoshop or Illustrator Layer? 	
Content	<ul style="list-style-type: none"> • The Graphic Reproduction Cycle • Layout and Design terminology • Essentials of Design • Background Layers • Working Layers 	
Skills	<ul style="list-style-type: none"> • Define related terms • Define and demonstrate design principles • Arrange in order steps in the design process • List components of the printed page • Identify various types of art as related to the printed page and electronic imaging • Produce thumbnail, rough, and comprehensive layouts • Use layers to produce a finished product 	
Assessments	<ul style="list-style-type: none"> • Quiz/Tests/Benchmarks • Summary & Review Questions • Teacher Observation • Student Demonstration • Projects 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math • Science • Language Arts • History 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Internet/ Scanner • Graphic Communications / Z. A. Prust 1994 • Photo Offset Fundamentals /J. E. Cogoli 1980 • Adobe Illustrator CS4 Classroom in a Book 2009 • Adobe Photoshop CS4 Classroom in a Book 2009 • Video • Teacher Handouts • I-Mac Computers • HP 6015 Printer/HP 5500 Printer • 4500 Xerox • Adobe Creative Suite CS 4 • Projects 	
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Unit Title: Electronic Imaging		Unit # 4
Course or Grade Level: Graphic Design & Tech/9-12		Length of Time: 2nd Half - November/December
Pacing	28 days	
Essential Questions	<ul style="list-style-type: none"> • What are design Principals? • What are the essentials of using the Macintosh OS X work environment? • What is Electronic Imaging? 	
Content	<ul style="list-style-type: none"> • Desktop Publishing • Program Management • File management • Publishing Applications • Adobe Photoshop • Adobe Illustrator 	
Skills	<ul style="list-style-type: none"> • Identify the various kind of items that can be designed and produced using desktop publishing • Organize a file management system for opening, copying, saving, and deleting files • Demonstrate file management operations for opening, copying, saving, and deleting files • Identify various desktop publishing applications/usage • Select the appropriate application for assigned projects • Set text with appropriate margins, formatting, gutters, trims, and folds • Demonstrate proficiency using tools, menus, palettes, and command associated with a drawing program (Illustrator) • Demonstrate proficiency using tools, menus, palettes, and command associated with image editing software - (Photoshop) 	
Assessments	<ul style="list-style-type: none"> • Quiz/Tests • Summary & Review Questions • Teacher Observation • Student Demonstration • Projects 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math • Science • Language Arts • History 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Internet/ Video/ Scanner • Graphic Communications / Z. A. Prust 1994 • Photo Offset Fundamentals /J. E. Cogoli 1980 • Adobe Illustrator CS4 Classroom in a Book 2009/Adobe Photoshop CS4 Classroom in a Book 2009 • Teacher Handouts • I-Mac Computers • HP 6015 Printer/HP 5500 Printer/4500 Xerox/AB Dick 360 Press • Adobe Creative Suite CS 4 • Projects 	
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Unit Title: Electronic Imaging/Typography Design		Unit # 5
Course or Grade Level: Graphic Design & Tech/9-12		Length of Time: January/February
Pacing	34 days	
Essential Questions	<ul style="list-style-type: none"> • How has typography defined our history? • What part does typography play in the design process? 	
Content	<ul style="list-style-type: none"> • History of type • Styles • Characters • Type families • Measurements • Type applications 	
Skills	<ul style="list-style-type: none"> • Define terms relate to typography • Understand the history of type • Identify parts of a type character • Identify type races/type families • Use measurements related to page layout and typography point/picas, read a ruler point/picas, inches • Identify formats of type composition • Use appropriate fonts/type sizes for assigned projects 	
Assessments	<ul style="list-style-type: none"> • Quiz/Tests/Benchmarks • Summary & Review Questions • Teacher Observation • Student Demonstration • Projects 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math • Science • Language Arts • History 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Internet/ Scanner/ Video • Graphic Communications / Z. A. Prust 1994 • Photo Offset Fundamentals /J. E. Cogoli 1980 • Adobe Illustrator CS4 Classroom in a Book 2009/Adobe Photoshop CS4 Classroom in a Book 2009 • Teacher Handouts • I-Mac Computers • HP 6015 Printer/HP 5500 Printer/4500 Xerox/AB Dick 360 Press • Adobe Creative Suite CS 4 • Projects 	
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Unit Title: Electronic Imaging/Page Layout		Unit # 6
Course or Grade Level: Graphic Design & Tech/9-12		Length of Time: March/April
Pacing	37 days	
Essential Questions	<ul style="list-style-type: none"> • What are the steps/procedures for page layouts? • What are the steps/procedure for photo typesetting? 	
Content	<ul style="list-style-type: none"> • Layout Programs • Measurements • Margins/Gutters • Text Box • Spell Check • File Management 	
Skills	<ul style="list-style-type: none"> • Select an appropriate page layout program • Create a new file as per specification/measurements - width and height • Measure input margins • Draw text boxes to size • Use appropriate fonts, type styles, alignments, and type sizes • Typeset work as per copy • Spell check work • Proof work 	
Assessments	<ul style="list-style-type: none"> • Quiz/Tests • Summary & Review Questions • Teacher Observation • Student Demonstration • Projects 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math • Science • Language Arts • History 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Internet/ Scanner/ Video • Graphic Communications / Z. A. Prust 1994 • Photo Offset Fundamentals /J. E. Cogoli 1980 • Adobe Illustrator CS4 Classroom in a Book 2009/Adobe Photoshop CS4 Classroom in a Book 2009 • Teacher Handouts • I-Mac Computers • HP 6015 Printer/HP 5500 Printer • 4500 Xerox/AB Dick 360 Press • Adobe Creative Suite CS 4 • Projects 	
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Unit Title: Printing Processes		Unit # 7
Course or Grade Level: Graphic Design & Tech/9-12		Length of Time: May
Pacing	22 Days	
Essential Questions	<ul style="list-style-type: none"> • What are the major printing processes and their applications? • What Lithography? • What is Photo Offset? 	
Content	<ul style="list-style-type: none"> • Printing Processes • Printing Industry Products • Offset Press Operation • Graphic Reproduction Cycle • Press safety 	
Skills	<ul style="list-style-type: none"> • Define the process of the major printing processes • Identify what types of materials are printed by each process • Explain the steps in producing an offset project • Identify parts of an offset press • Produce an offset print project • Complete image assembly for a flat • Use flat to produce an offset plate • Demonstrate basic knowledge of an offset press 	
Assessments	<ul style="list-style-type: none"> • Quiz/Tests • Summary & Review Questions • Teacher Observation • Student Demonstration • Projects 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math • Science • Language Arts • History 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Internet/ Video/ Scanner • Graphic Communications / Z. A. Prust 1994 • Photo Offset Fundamentals /J. E. Cogoli 1980 • Adobe Illustrator CS4 Classroom in a Book 2009/Adobe Photoshop CS4 Classroom in a Book 2009 • Teacher Handouts • I-Mac Computers • HP 6015 Printer/HP 5500 Printer • 4500 Xerox/AB Dick 360 Press • Adobe Creative Suite CS 4 • Projects 	
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Unit Title: Media Exploration/Career Opportunities		Unit # 8
Course or Grade Level: Graphic Design & Tech/9-12		Length of Time: June
Pacing	5 Days	
Essential Questions	<ul style="list-style-type: none"> • What Careers are available in Graphic Arts? • What is a Resume? • How does one use social media to network? 	
Content	<ul style="list-style-type: none"> • Career Categories • Graphic Communications • Publications • Graphic Design • Media • Illustrator • Industrial/Product Design 	
Skills	<ul style="list-style-type: none"> • Research careers using the internet • Planning educational requirements • Planning post secondary education • Create/present Power Point Presentations • Writing a Resume • Writing Correspondence • Social Media Literacy 	
Assessments	<ul style="list-style-type: none"> • Quiz/Tests/Benchmarks • Summary & Review Questions • Teacher Observation • Student Demonstration • Projects 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math • Science • Language Arts • History 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Internet/ I-Mac Computers/ Scanner/ Video • Graphic Communications / Z. A. Prust 1994/Photo Offset Fundamentals /J. E. Cogoli 1980 • Adobe Illustrator CS4 Classroom in a Book 2009/Adobe Photoshop CS4 Classroom in a Book 2009 • Teacher Handouts • HP 6015 Printer/HP 5500 Printer • 4500 Xerox/AB Dick 360 Press • Adobe Creative Suite CS 4 • Projects 	
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**Pine Hill Public Schools
Core Curriculum Standards**

2009 NJCCCS VISUAL & PERFORMING ARTS

Standard: 1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Strand(s): D. Visual Art

Content Statement(s):

CPI # / CPI(s):

Content: Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes

Content: Stimuli for the creation of artworks can come from many places, including other arts disciplines.

1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

Standard: 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand(s): D. Visual Art

Content Statement(s):

CPI # / CPI(s):

Content: Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.

1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

Strand(s): B Critique Methodologies

Content Statement(s):

CPI # / CPI(s):

Content: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Content: Art and art-making reflect and affect the role of technology in a global society.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

2009 NJCCCS 21st CENTURY LIFE & CAREERS

Standard: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Strand(s): A. Critical Thinking and Problem Solving

Content Statement(s):

CPI # / CPI(s):

The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

Strand(s): C. Collaboration, Teamwork, and Leadership	
Content Statement(s):	CPI # / CPI(s):
Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.	9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
Standard: 9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.	
Strand(s): C. Career Preparation	
Content Statement(s):	CPI # / CPI(s):
Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C. Assess and modify Personalized Student Learning Plans to support declared career goals.
	9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
	9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.
	9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
	9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
	9.3.12.C.21 Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
2009 NJCCCS Career & Technical Education	
9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.	
Strand(s): C. Arts, A/V Technology, & Communications Career Cluster	
Content Statement(s):	CPI # / CPI(s):

<p>Academic Foundations: Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.</p>	<p>9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p>
<p>*Roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment impact business operation. *Key organizational systems impact organizational performance and the quality of products and services . * Understanding the global context of 21st-century industries and careers impacts business operations</p>	<p>9.4.12.C.(3). Demonstrate knowledge of the printing process, including customer service and sales, scheduling, and quality control, to deliver products that meet customer needs and expectations.</p>
	<p>9.4.12.C.(3).2 Analyze and summarize output process, including digital, film, directive plate making, and cylinders, to build an understanding of delivery of printing products.</p>
	<p>9.4.12.C.(3).3 Examine the finishing and distribution operations related to printing to build an understanding of how to complete the printing process.</p>

<p>Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.</p>	<p>9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.</p>
	<p>9.4.12.C.(3).6 Demonstrate preparation of customer materials for imaging to deliver products that meet customer needs and expectations.</p>
	<p>9.4.12.C.(3).7 Analyze image retrieval through refinement, page assembly process, and typeset and trapping to build an understanding of how to prepare products for printing.</p>
<p>All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.</p>	<p>9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.</p>
<p>Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.</p>	<p>9.4.12.C.(6).1 Research the history of the visual arts and analyze the role of the visual arts in society to develop a broad understanding of the nature and scope of the pathway.</p>
	<p>9.4.12.C.(6).2 Analyze how elements and principles are applied in a broad range of specific works of art.</p>
	<p>9.4.12.C.(6).3 Explain what and how specific works of art communicate meaning and how they are used as a means to express ideas.</p>

Employability skills and career and entrepreneurship opportunities build the capacity for successful careers in a global economy.	9.4.12.C.(6).4 Research careers and the qualifications they require to build an understanding of opportunities of the pathway.
	9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents.
	9.4.12.C.9 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
Technology is used to access, manage, integrate, and disseminate information.	9.4.12.C.19 Employ technological tools to expedite workflow.
	9.4.12.C.21 Operate Internet applications to perform tasks.
	9.4.12.C.23 Operate presentation applications to prepare and deliver presentations.
Roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment impact business operations.	9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
Technical knowledge and skills play a role in all careers within the cluster and pathway.	9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.

	9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway
	9.4.12.C.(1).5 Edit audio and video productions to demonstrate basic production system skills.
	9.4.12.C.(1).6 Design an audio-video production to acquire an understanding of the entire production process

2009 NJCCCS Technology

8.1. Educational technology. All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaboratively and to create and communicate knowledge

Strand(s): D. Digital Citizenship

Content Statement(s):	CPI # / CPI(s):
Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		