Graphic Communications Overview

Content Area: **Engineering**
Course(s): **GRAPHIC COMM.**
Time Period:
Length: **90 Days**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

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Course Adoption: 9/12/1991

Curriculum Adoption: 9/12/1991

Date of Last Revision Adoption: 9/1/2017

Course Overview

COURSE DESCRIPTION

This course provides a hands-on experience in real world applications in the communications field. Students will learn about the ways communications have changed over the years and work on projects in the areas of technical writing, graphic communication, desktop publishing and technical design. Students will work in groups and start their own company, design a logo, business card and letterhead, create advertisements and an advertising campaign. In addition to the company assignments, students will be designing t-shirts, hats, and personalized notepads. Students will work on Macs and will be introduced to various programs through the semester including but not limited to Illustrator and InDesign.

COURSE SCOPE AND SEQUENCE

Sequential Unit Description	CPIs to be learned	Marking Period Guide	Proficiency (Summative) Assessments
UNIT 1 - Introduction to the Course • Course Overview • Expectations/Procedures • Design Process • Folder TLA		1	Folder TLA Submitted classwork Do Nows TLA Part 1 Assessment TLA Part 2 Assessment Do Nows
UNIT 2 – Written Communication 2A - Toothpick TLA • Design an image with toothpicks • Write detailed directions to make image • Follow class set of directions to make other images • Reflect on progress 2B - Boardgame Challenge • Use the design process • Research • Brainstorm ideas • Design Thumbnail sketches • Develop a final plan for the problem statement.		1	Submitted Classwork Toothpick TLA TLA 1 Assessment TLA 2 Assessment Boardgame TLA

• Construct Final Design • Assess the need for modifications • Evaluate performance • Evaluate quality of other games • Formulate documentation for all stages of project.		
UNIT 3 - Introduction Illustrator • Paint/Draw • Communications Technology Advertisement	1	TLA 1 CCC-Part 3 TLA 3
UNIT 4 – Churchill Communications Corporation • Company Profile • Company Logo • Company Advertisements	2	Company Profile CCC-Part 1 CCC-Part 4
UNIT 5 - Production • Notepads • HTV design/usage	1/2	TLA 2 TLA 4
UNIT 6 - Introduction to InDesign • Company Business Cards • Company Letterhead • Company Brochure	2	CCC-Part 2 CCC-Part 5
UNIT 7 – How has Communications Technology Affected Us • Movie/Questions • Research Paper • Poster Design - Design/Execution/Production	2	Movie questions Research paper Poster Design

CONTENT FOCUS AREA AND COURSE NAME

Course Name: Graphic Communications, Course #1363 & 2348

Course Number	School Numbers	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1363	50	S	10-12	2.50	210	E	09/12/91
2348	55	S	8-9	2.50	210	E	09/12/91

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJCCC Standard		NJCCC Standard		NJCCCS Standard	
1. Visual and Performing Arts	P	5. Science	S	9. Career Education and Consumer/ Family/ Life Skills	P
2. Health and Physical Education	S	6. Social Studies	S		
3. Language Arts Literacy	P	7. World Languages	S		
4. Mathematics	S	8. Technology Literacy	P		

Textbooks and Other Resources

COURSE TEXTBOOKS AND RESOURCE MATERIALS

Bailey, Starzyk, Tooley, Weigel. Communication Technology/Today: and Tomorrow. Instructors Resource Guide)

Barden/Hacker. Communication Technology

Cubbler/Olivo/Scrogan. Telecommunications

Jones, Ronald E. and Janet L. Robb. Discovering Technology Communications

Sanders, M. 1991. Communication Technology/Today and Tomorrow. Glencoe

Sanders, M. 1991. Communication Technology/Today and Tomorrow. Glencoe (student workbook)

Moursund, D., I. Smith, S. Yoder. 1997. The Journey Inside: The Computer. Intel Corporation

Websites to visit:

http://classblogmeister.com/blog

http://bisdblogs.net

www.learnerblogs.org

http://www.assortedstuff.com

http://Hetherington.learnerblogs.org

http://mtnbrooksenior.blogspot.com

http://students.huffenglish.com

www.balogh.edublogs.org

http://www.ncs-nj.org/blogs/bookclub/

Wiki Pages:

www.literacyandtech.pbwiki.com (college site)

www.technologyinfusion/pbwiki.com

Standards

LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
LA.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

LA.RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
LA.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LA.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LA.RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
LA.RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
12.9.3.ST.1	Apply engineering skills in a project that requires project management, process control and quality assurance.
12.9.3.ST.2	Use technology to acquire, manipulate, analyze and report data.
12.9.3.ST.3	Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
12.9.3.ST.4	Understand the nature and scope of the Science, Technology, Engineering & Mathematics Career Cluster and the role of STEM in society and the economy.
12.9.3.ST.5	Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
12.9.3.ST.6	Demonstrate technical skills needed in a chosen STEM field.
12.9.3.ST-ET.1	Use STEM concepts and processes to solve problems involving design and/or production.
12.9.3.ST-ET.2	Display and communicate STEM information.
12.9.3.ST-ET.3	Apply processes and concepts for the use of technological tools in STEM.
12.9.3.ST-ET.4	Apply the elements of the design process.
12.9.3.ST-ET.5	Apply the knowledge learned in STEM to solve problems.
12.9.3.ST-ET.6	Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.
12.9.3.ST-SM.1	Apply science and mathematics to provide results, answers and algorithms for engineering and technological activities.
12.9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
12.9.3.ST-SM.3	Analyze the impact that science and mathematics has on society.
12.9.3.ST-SM.4	Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
TECH.8.2.8.A.1	Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e., telephone for communication - smart phone for mobility needs).
TECH.8.2.8.A.2	Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.
TECH.8.2.8.A.4	Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.
TECH.8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
TECH.8.2.8.B.7	Analyze the historical impact of waste and demonstrate how a product is up cycled, reused or remanufactured into a new product.
TECH.8.2.8.C.3	Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
TECH.8.2.8.C.4	Identify the steps in the design process that would be used to solve a designated problem.
TECH.8.2.8.C.7	Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.
TECH.8.2.8.C.8	Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.
TECH.8.2.8.D.1	Design and create a product that addresses a real world problem using a design process under specific constraints.
TECH.8.2.8.D.2	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.
TECH.8.2.8.D.3	Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
TECH.8.2.8.D.5	Explain the impact of resource selection and the production process in the development of a common or technological product or system.
TECH.8.2.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.
TECH.8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

TECH.8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
TECH.8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.
TECH.8.2.12.D.1	Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.
TECH.8.2.12.D.3	Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.

Grading and Evaluation Guidelines

GRADING PROCEDURES

In terms of proficiency level the East Brunswick grades equate to:

A- Excellent/Advanced Proficient

B- Good Above Average/Proficient

C- Fair/Proficient

D- Poor/Minimally proficient

F- Failing/Partially Proficient

Grading is based on rubrics that are given to students at the onset of the projects. All work/projects are weighted the same and based on 100 points.

- Projects (TLAs) 55%
- Do Nows 15%
- Participation 15%
- Classwork15%

The final course proficiency grade will be based on students' performance throughout the course based on the identified New Jersey Core Content Standards for career and technical education and consumer, family and life skills (CPI's up to and including grade twelve). Students' individual grades will be based on performance in six units of instruction: Financial planning, career planning and how it affects your earning potential, the interview process, pay checks, good vs. bad credit, and checking/savings accounts.

COURSE EVALUATION

Course achievement will be evaluated based on the percent of all pupils who achieve the minimum level of proficiency (final average grade) in the course. Student achievement levels above minimum proficiency will also be reported. Final grades, and where relevant mid-term and final exams, will be analyzed by staff for the total cohort and for sub-groups of students to determine course areas requiring greater support or modification.)

The goal of this course is for a minimum of 95% of the total number of enrolled students to attain at least the minimum proficiency level.

Other Details

61002 Communication Technology

Communication Technology courses enable students to effectively communicate ideas and information through experiences dealing with drafting, design, electronic communication, graphic arts, printing process, photography, telecommunications, and computers. Additional topics covered in the course include information storage and retrieval. Drafting equipment may be used to make scale drawings, including multi-view drawing, photographs, and poster mock-ups.