

Unit 2 Introduction to Graphic Design and Publishing

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Digital Advertising & Design, GRADE 12

Unit 2 Introduction to Graphic Design and Publishing Industries

Belleville Board of Education

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Unit Overview

Students will be introduced to the graphic design and publishing industry through videos magazines, internet, etc.

Enduring Understanding

Identify the elements of art and principles of design. This will be demonstrated through written assignments, assessments, critiques, and oral presentations of their own work and the work of others.

Exhibit proficiency, using contemporary technologies, digital cameras and various software as the primary tool to create expressive works that apply to real-world applications.

Apply artistic and technological processes and skills, using a variety of media to communicate meaning and intent.

Identify artists worldwide who have achieved recognition, analyze the style and context of the work while discussing its impact on the history of the digital arts.

Describe trends in the visual arts and discuss how the issues of time, place and cultural influence are reflected in selected works of art.

Identify key design elements, personnel techniques, and artistic style of fellow classmates and top designers in the design industry. Respond to the various ways in which digital art is produced, presented, displayed and exhibited and the influence it has on the community and the world.

Develop written criteria for a body of work from their portfolios, reflect and critique their own work and work of others.
Employ the conventions of art criticism in writing and speaking about works of art in digital media.
Describe the various terminology, careers, standards and methodology found in the graphics/technological arts industry.
Apply knowledge gained in the visual arts across subject areas.
Work with members of the community to complete a community-based project that promotes school events, fundraisers and promotional items.
Creating and producing digital art projects for print that synthesize ideas, techniques, tools, the elements of art and the principles of design and vocabulary learned in the entire course.

Essential Questions

What is graphic design?
What does a graphic designer do?
Why is a graphic designer important?
Can we connect today's study of graphic design by connecting to a brief history of graphic design?
How can we learn about design in nature and in the human environment through the study of graphic design?
What is the graphic design process?
What are the elements of art and the principles of design, especially as applied to graphic design?
How do design components add to projects?
How do designers choose which components (typography, photography, illustrations, scans, etc) will make to their designs?

Exit Skills

By the end of Course Unit students should be able to:

Explain the Design Process
Learn and analyze logos, symbols of images, and insignia
Analyze collateral - stationary, letterhead, envelopes, mailing labels
Simplify an image
Learn how Graphic Designers find advertising design solutions
Create a direct mail promotion to market for an event
Learn about Environmental and Informational Design
Learn the basics of Digital Design

New Jersey Student Learning Standards (NJSL-S)

CS.9-12.8.1.12.CS.2	Model interactions between application software, system software, and hardware.
CS.9-12.8.1.12.CS.3	Compare the functions of application software, system software, and hardware.
CS.9-12.8.1.12.CS.4	Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
CS.9-12.CS	Computing Systems
CS.9-12.NI	Networks and the Internet
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC	Digital Citizenship
TECH.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).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.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).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.II.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML	Information and Media Literacy
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers. Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions,

solve problems, and inform the decision-making.

The usability, dependability, security, and accessibility of devices within integrated systems are important considerations in their design as they evolve.

Cultivating online reputations for employers and academia requires separating private and professional digital identities.

A computing system involves interaction among the user, hardware, application software, and system software.

Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.

Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.

The scalability and reliability of the Internet are enabled by the hierarchy and redundancy in networks. Network topology is determined by many characteristics.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.

Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.

Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.

Innovative ideas or innovation can lead to career opportunities.

Interdisciplinary Connections

Craft and Structure

LA.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LA.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LA.RH.11-12.6

Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

LA.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

LA.RH.11-12.8

Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

LA.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

Learning Objectives

- Determine that design is in nature and in the human environment
- Compare and contrast a brief history of graphic design with graphic design today
- Understand, demonstrate, and create samples that detail the graphic design process
- Create a reference clip file assignment
- Studio experience: Construct your graphic life
- Sketch logos or brainstorm ideas in sketchbook journal
- Define vocabulary throughout in notebook for collegiate discussion
- Outline the elements of art and the principles of design, as they apply to graphic design
- Design and experiment with shape in space to create movement in a simple design
- Analyze a graphic design/ creative work piece - describe/ analyze/ interpret/ evaluate
- Studio experience: Construct a multi-panel flip book showing movement using principals of design

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Students will learn about any spread templates that should be used in their yearbook spread creation, as presented by editor(s) or adviser.

Students will learn about any style guidelines and requirements for the spreads in their yearbook, as presented by editor(s) or adviser.

Students will be able to reference style guidelines quickly and easily because they will be posted on the wall, taped to computers or written in their yearbook notebooks.

Students will demonstrate understanding of design by completing Start Right Activity 5.1 - Design Scavenger Hunt as they search for design elements and type strategies on the Internet and in posters, magazines or books. Students will take photos, screen captures or pin samples to the class Pinterest board, labeled with their name, as a way to save ideas for reference as the year proceeds, or students will make sketches with pencil when more appropriate.

Assessment Evidence - Checking for Understanding (CFU)

Exit tickets for the purpose of checking for understanding,-formative assessment

Practical and written quizzes on materials taught by the teacher.

For example, teacher will give topics to students and students will create their own study guides prior to tests.- alternate assessment

Students will demonstrate understanding of design by completing Start Right Activity 5.1 - Design Scavenger Hunt as they search for design elements and type strategies on the Internet and in posters, magazines or books. Students will take photos, screen captures or pin samples to the class Pinterest board, labeled with their name, as a way to save ideas for reference as the year proceeds, or students will make sketches with pencil when more appropriate. -summative assessment

Students will be able to reference style guidelines quickly and easily because they will be posted on the wall, taped to computers or written in their yearbook notebooks-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline

- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Yearbook Avenue online software

Adobe Creative Suite software

Ancillary Resources

Yearbook and 21st Century Skills Handout (pdf file)

LEARNING AND THINKING SKILLS HANDOUT

The Functions of a Yearbook handout and Notes

Technology Infusion

Chromebooks, iPads, Google Classroom, Internet, YouTube, Smart TV's, online research of professional websites, business websites to research topics, such as product knowledge and show demos on topics covered in unit, for example proper manipulations.

Win 8.1 Apps/Tools Pedagogy Wheel



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.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.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.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).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.DC	Digital Citizenship
TECH.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).
TECH.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).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.TL	Technology Literacy
TECH.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.).

TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML	Information and Media Literacy
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	<p>Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p> <p>Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.</p> <p>Innovative ideas or innovation can lead to career opportunities.</p> <p>Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p> <p>There are strategies to improve one's professional value and marketability.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.</p> <p>Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p> <p>Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p> <p>Accurate information may help in making valuable and ethical choices.</p> <p>Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.</p> <p>Media have embedded values and points of view.</p> <p>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p> <p>With a growth mindset, failure is an important part of success.</p>

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Teacher will demonstrate assignments in small groups.

Teacher will give study guide notes based on specific topics.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

A few examples for Special Education Learning are...

To teach how to complete a page layout in small groups and model the assignment more than once

Student will repeat the procedure with peer help.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content

- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

A few examples for English Language Learners are ...

Students will use Google translate to help understand the steps involved in creating a page layout..

To show pictures of the assignment so the student understands the expectations of the lesson. Peers will help tutor ELL students

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

A few examples for Intervention Strategies ...

Peers will help tutor students and create layouts together.

Peers will provide peers with key notes and outlines for the test.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

A few examples for Talented and Gifted students are ...

To have students begin creating a portfolio of their work.

Give students challenging assignments

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping

- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: LAYOUT DESIGN

NJSLS:

Interdisciplinary Connection: Business Preparation

Statement of Objective: Students will learn about the yearbook experience by watching the video 21st Century Skills - Yearbook, which is found in the 7-Minute Starters folder in the Digital Classroom.

Anticipatory Set/Do Now: Log Into Yearbook Avenue

Learning Activity: Students will brainstorm a comprehensive list of tasks that contributed to the completion of a yearbook spread by filling out Start Right Activity 1.1 - A Yearbook Spread To-Do List. Students may work together or individually for this project.

Student Assessment/CFU's:

17. Debriefing

27. Oral questioning

Materials: Computer, Yearbook Avenue Online Software

21st Century Themes and Skills:

Differentiation/Modifications:

*Visual Learners *Hands on Activities * Guided Instruction

Integration of Technology:

9.3.12.AR-JB	Journalism & Broadcasting
9.3.12.AR-JB.1	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
9.3.12.AR-PRT	Printing Technology
9.3.12.AR-PRT.1	Manage the printing process, including customer service and sales, scheduling, production and quality control.
9.3.12.AR-PRT.2	Demonstrate the production of various print, multimedia or digital media products.
9.3.12.AR-PRT.3	Perform finishing and distribution operations related to the printing process.
WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.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.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC	Digital Citizenship
TECH.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).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.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).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

Cultivating online reputations for employers and academia requires separating private and professional digital identities.

With a growth mindset, failure is an important part of success.

There are strategies to improve one's professional value and marketability.

Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.

Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.

Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.