

# **Unit 4: Design and Prepare for Adobe Indesign Certification Exam**

Content Area: **CTE**  
Course(s): **Graphic Comm 1**  
Time Period: **MarApr**  
Length: **48 DAYS & Grade 11-12**  
Status: **Published**

## **Title Section**

---

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**GRAPHIC COMMUNICATION, GRADE 11 & 12**

**Design and Prepare for Adobe Indesign Certification Exam**

**Belleville Board of Education**

**56 Ralph Street**

**Belleville, NJ 07109**

**Prepared by:** CATHERINE GINGERELLI

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

## **Unit Overview**

---

Demonstrate Indesign proficiency using the various tools.

Recognize how to place images and graphics correctly.

Design & Create a multi-page document inIndesign

Communication with Clarity the Terminology throughout the design Process.

## **Enduring Understanding**

---

Layout is the process of arranging text and pictures on a page.

Using InDesign to arrange text and pictures for publishing creates smaller files than Photoshop or Illustrator.

Text can flow from one column to the next.

Connecting text boxes together, or threading, allows text to flow from one column or page to another.

Text can wrap around images in various ways.

Publications make use of different fonts and font sizes for headlines, column headings, and captions.

Font, color, and layout directly affect the impression made by a publication, and should be chosen to appeal to the target audience.

Style Sheets allow you to apply style selections automatically to every page.

## **Essential Questions**

---

How do you create a brochure in Indesign?

What is saddle stitching?

What is a signature and why must it be divisible by 4?

How do you add photos and clipart? Why is proportion so important?

What is a bleed and why is it important?

How is font selection important to layout and design?

What are the various methods of art and copy generation?

Why would you modify an existing document and file?

## **Exit Skills**

---

Demonstrate how to create a multipage document in Indesign.

Identify Master pages in Indesign.

Identify different book binding techniques.

How to create a full color brochure in Adobe Indesign.

Identify the importance of a proportional image.

Identify how to place photos correctly in Indesign.

Identify good photographs vs. bad photographs.

## **New Jersey Student Learning Standards (NJSL-S)**

---

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.
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.
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.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
	With a growth mindset, failure is an important part of success.
	Innovative ideas or innovation can lead to career opportunities.
	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
	Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.

## Interdisciplinary Connections

---

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.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

## Learning Objectives

---

Demonstrate Indesign proficiency using the various tools.

Recognize how to place images and graphics correctly.

Design & Create a multi-page document Indesign and photoshop.

Communication with Clarity the Terminology throughout the design Process.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
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 are to complete the online learning experience of the ACA test Prep Software. Upon completion, students will take the certification test for Adobe Indesign on the Certiport website.

Identify Famous African Americans in the field of graphic design and the contributions made to society by these figures.

Understand and develop better eco friendly knowledge in regards to copiers, printers and scanners.

## **Assessment Evidence - Checking for Understanding (CFU)**

---

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

Practical and written quizzes on material 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

Multimedia reports-benchmark assessment

Students are to complete the online learning experience of the ACA test Prep Software. Upon completion, students will take the certification test for Adobe Indesign on the Certiport website.-summative 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**

---

Graphic Communications, the Printed Image text and workbook

Smartboard

Internet

Computers with Adobe Creative Suite Software - Indesign, Photoshop and Illustrator

## **Ancillary Resources**

---

Teacher- made PowerPoint presentations

Online Tutorials

Printed publications

Digital Publications

ACA test Prep software - online

Classroom in a Book: InDesign - Adobe Press

## 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.



## 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.
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.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.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.DC.8	<p>Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</p> <p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p> <p>Cultivating online reputations for employers and academia requires separating private and professional digital identities.</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>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>An individual's income and benefit needs and financial plan can change over time.</p> <p>With a growth mindset, failure is an important part of success.</p> <p>Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.</p> <p>There are strategies to improve one's professional value and marketability.</p> <p>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.</p> <p>Innovative ideas or innovation can lead to career opportunities.</p> <p>Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields</p>

have changed the nature, content, and responsibilities of many careers.

## **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 practical lessons 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.

To show pictures of the assignment and the expectations, completed by the teacher of the assignment.

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.

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: Preparing of Certification Adobe Indesign

NJSLS:

Interdisciplinary Connection: Business Preparation

Statement of Objective: SWDAT utilize the GMetrix software to practice test for Certification in Adobe Indesign. Testing in training mode will allow students to prepare for the Certiport Indesign Certification Test

Anticipatory Set/Do Now: Log into Computer, log on to G-Metrix.net

Learning Activity: Students will apply the knowledge of Adobe Indesign to take online assessments to prepare for the Certification test.

Identify Famous African Americans in the field of graphic design and the contributions made to society by these figures.

Understand and develop better eco friendly knowledge in regards to copiers, printers and scanners.

Student Assessment/CFU's:

CFU #(s):

10. Self Assessment

27. Oral questioning

Materials:

Smartboard, Computers, G-metrix test software

21st Century Themes and Skills:

## Differentiation:

### Hands on Activities and Guided Instruction

### Integration of Technology: Online learning

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.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.7	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.
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.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.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.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.GCA	Global and Cultural Awareness
TECH.9.4.12.GCA.1	<p>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).</p> <p>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p> <p>With a growth mindset, failure is an important part of success.</p> <p>There are strategies to improve one's professional value and marketability.</p> <p>Innovative ideas or innovation can lead to career opportunities.</p> <p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p>