# Unit 1: History of Printing/Introduction to Printing/Typography

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Printing Technology 1, Grades 9-12

# History of Printing/Introduction to Printing/Typography

**Belleville Board of Education**

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## Unit Overview

Demonstrate proficiency of Printing Technology, History of Printing and Printing Methods and Typography.

Show Awareness of Safety and Emergency Procedures in the Print Shop

Introduction to the Adobe Creative Suite - Indesign, Photoshop and Illustrator

## Enduring Understanding

Identify student responsibilities, Rules, Procedures, and Expectations.

Analyze the need for Safety and Emergency Procedures.

Examine MAC Operating Menus.

Identify Student Login and Password Procedures.

Analyze the accessibility of H:Drive/S:Drive, their use, and when to restart the computer.

Examine InDesign, find the application, position in dock, & launch the application.

Examine InDesign's Tools Panel.

Examine the styles and artistic processes used in the creation of theme-based Note Cards.

Transfer Student File to Teacher File for Assessment.

## Essential Questions

What is Intro to Printing Technology 1?

What are the class expectations?

What are the safety and emergency procedures for working in this shop?

What are the weekly requirements?

What terminology is needed to discuss Software & Printing Technology?

What is the history of Printing Technology?

What is the purpose of the student login number / password?

What are the characteristics of MAC operating menus?

What are the local drive and the network drives?

What are the steps for restarting the computer?

## Exit Skills

By the end of Printing Tech Unit 1, the student should be able to:

Demonstrate InDesign proficiency using the various tools.
Demonstrate an understanding of Variation and Classiifcation of Type faces
Demonstrate Design & Creative skill.
Demonstrate Print Production skill.

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| 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. |
| 9.3.12.AR-VIS.1 | Describe the history and evolution of the visual arts and its role in and impact on society. |
| 9.3.12.AR-VIS.2 | Analyze how the application of visual arts elements and principles of design communicate and express ideas. |
| 9.3.12.AR-VIS.3 | Analyze and create two and three-dimensional visual art forms using various media. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.RH.11-12 | Reading History |
| | Key Ideas and Details |
| LA.RH.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| LA.RH.11-12.2 | Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text. |
| LA.RH.11-12.3 | Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| | 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. |

## Learning Objectives

Students will be able to ....

Demonstrate proficiency of Printing Technology; Software, History and Terminology.

Show Awareness of Safety and Emergency Procedures.

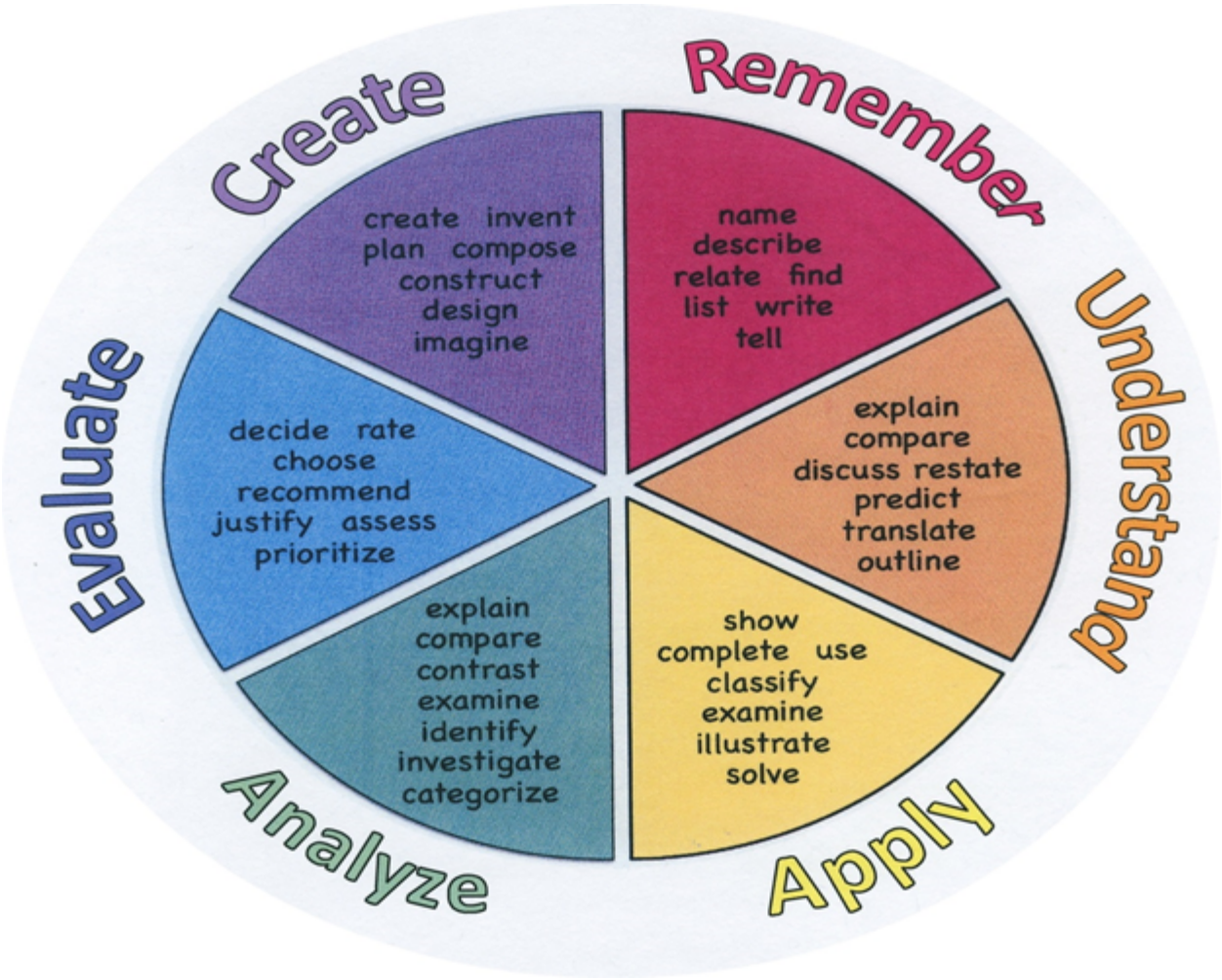
Recognize the use of the network drives; H:Drive/S:Drive & the local C:Drive

Determine When and How to Restart the Computer.

Demonstrate Proficiency with the MAC Operating Menus & Functions.

Use Adobe InDesign.

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




## Suggested Activities & Best Practices

Students will be able to ...

Complete Written handout review

Class discussions with participation by all students

Follow Teacher directed lassons on SmartBoard

Complete exercises from the Adobe Text Book

## Assessment Evidence - Checking for Understanding (CFU)

-Students will be given quizzes on history of Printing-benchmark assessments

-Students will be given group work to compare and contrast typefaces-alternate assessment

-Unit test-summative assessment

-Think, pair, share-formative 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

Related handouts

SmartTV

Internet research

Graphic Communications textbook

Adobe Creative Suite software

## Ancillary Resources

Various websites and videos

## Technology Infusion

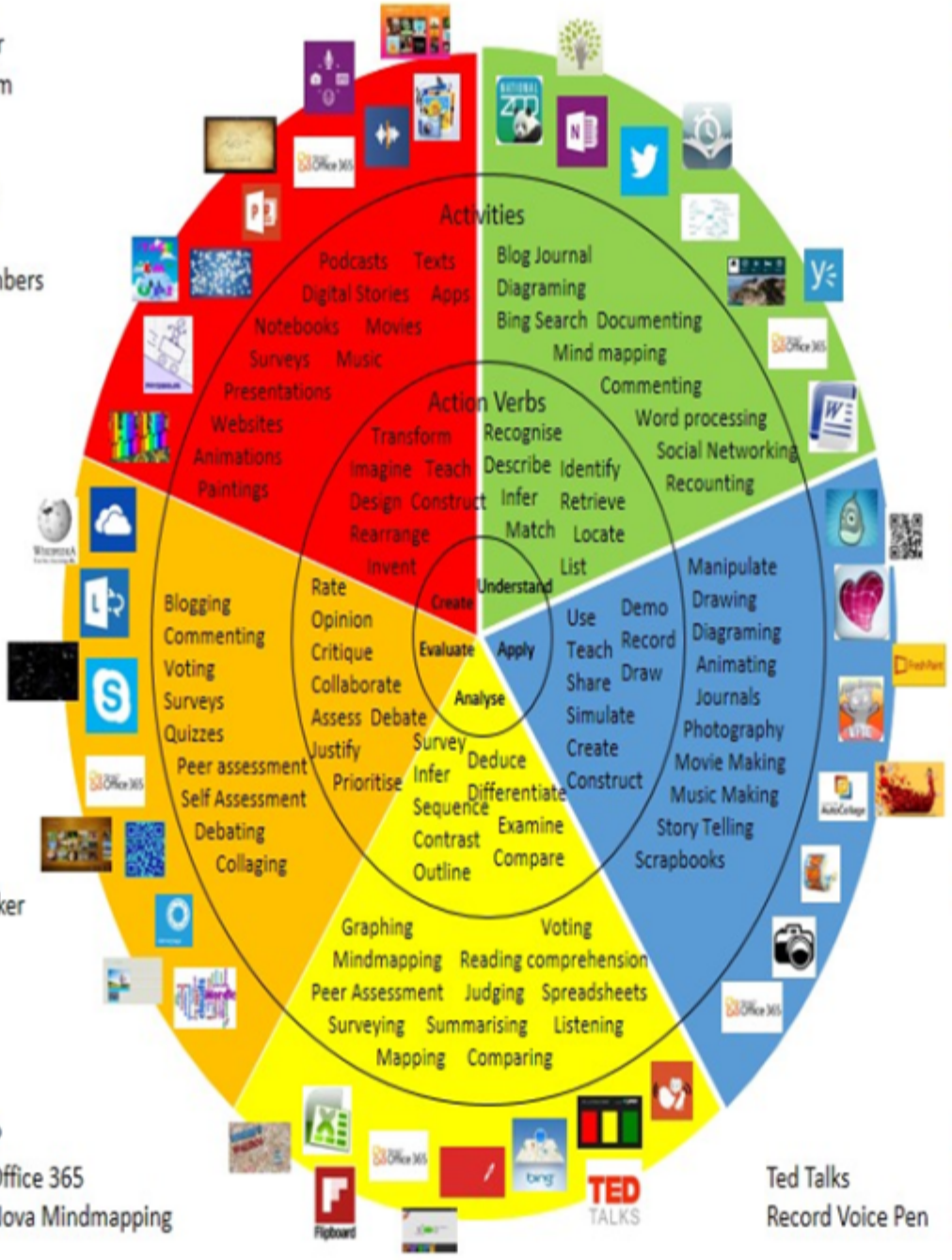
MAC Computers will be to help students enhance and embrace the techology used in support of Printing Technology

The adobe creative suite software will show the technological advancements in the history.

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

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

| | |
|---|---|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP9.1 | Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture. |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals. |
| CRP.K-12.CRP10.1 | Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |

## 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

Allow students to work in small groups when collecting type samples.

Students will create study guides in small groups when learning methods of printing techniques.

**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 for printing methods 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 history of Printing.

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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 in the history of Printing and Print methods.

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 workpresented 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: Typography

NJSLS

Interdisciplinary Connection: Business Preparation

Statement of Objective: SWDAT Identify Classifications and Variations of Type Styles

Anticipatory Set/Do Now: What is a font?

Learning Activity: Students will apply the knowledge of using typography in Design by completeing the handout to locate type samples. Students will use magazines and newspapers to cut and paste 3 samples for each type class and variation to be assessed by a project rubric.

Student Assessment/CFU's:
9. Observation

17. Debriefing

27. Oral questioning

Materials: Magazines and Newspapers

21st Century Themes and Skills:

Differentiation: As per 504/IEPUnit Name:

21st Century Themes and Skills:

Differentiation: