

# **Unit 3: Photo Editing, Design and Preparing for Adobe Photoshop Exam**

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

## **Title Section**

---

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Graphic Communications, GRADE 11-12**

**Photo Editing, Design and Preparing for Adobe  
Photoshop Exam**

**Belleville Board of Education**

**102 Passaic Avenue**

## **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

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

### **Unit Overview**

---

In this unit, students will be introduced to the Adobe Creative Suite through the use of Photoshop.

Review and Practice and advanced uses of Adobe Photoshop.

Examine Photoshop's Tools Panel.

Students will learn computer graphics concepts and terminology

Students will understand the safe, responsible and legal use of the internet and of copyrighted material.

Students will use the internet to access information and tutorials and to expand their knowledge of Photoshop.

Create advertisements and other published art as well as edit photos.

## **Enduring Understanding**

---

Photoshop is a digital image editing program. The Photoshop workspace consists of toolbars, palettes, and menus.

Photoshop can be used to edit and improve photographs, as well as to create original artwork.

Photoshop is primarily raster-based, which means that images created in Photoshop are usually made of pixels.

Photoshop tools include selection tools, navigation tools, drawing and painting tools, type tools, and many other types of tools.

Resolution is a function of the number of pixels per inch. Images that are low-resolution will "pixelate" when enlarged or printed.

Copyright laws dictate whether you can use an image that you did not create. You must pay royalties to use a copyrighted image.

Layers are an important feature of Photoshop. Layers can have transparency, and can interact with each other.

Using layers and the History Panel allow you to make changes and selectively undo them.

## **Essential Questions**

---

Can old photos really be restored?

What are the Photoshop Retouch tools: Red Eye, Healing Brush, Spot Healing Brush and Clone Stamp?

What are the Photoshop Photo Filters, Correct Exposure, Shadows, and Highlights?

What are the Photoshop tools: Dodge, Burn, Sponge, Blur, Sharpen, and Smudge?

What is the importance of mastering layers?

## **Exit Skills**

---

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

Demonstrate Photoshop proficiency using the various tools.

Demonstrate Design & Creative skills.

Certified Photoshop users and pass the certification test

## New Jersey Student Learning Standards (NJSLS-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.                                 |
| 9.3.12.AR-VIS   | Visual Arts  |
| 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

---

|                   |   |
|-------------------|---|
|                   | 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.RST.11-12      | Reading Science and Technical Subjects  |
|                   | Key Ideas and Details   |
| 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.                                      |
| LA.RST.11-12.3    | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.                                       |
| TECH.8.1.12.B     | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.  |
| TECH.8.1.12.B.2   | Apply previous content knowledge by creating and piloting a digital learning game or tutorial.  |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes.   |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression.   |

## Learning Objectives

---

Students will demonstrate the ability to:

Choose the Color Mode, File Extension, and resolution that is appropriate for a given Photoshop Project.

Determine which tools to use within Photoshop to edit and improve photographs they have taken.

Design digital artwork with a focus on particular Elements of Art, including value, color, and texture.

Create original artwork using layers and blending modes in Photoshop.

Transform images using Photoshop image editing tools.

Apply the Principles of Design to the creation of digital artwork.

Utilize the ACA Test Prep software to prepare for Certification in Adobe Photoshop

| 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**

Utilize the ACA Test Prep software to prepare for Certification in Adobe Photoshop by watching online tutorials and completing projects and tests.

Students will practice test using GMetrix software for Adobe Photoshop.

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

---

Exit tickets for the purpose of checking for understanding Photoshop knowledge.-formative sssessment

Practical and written quizzes on Photoshop skills and 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

Unit test-summative assessment

Create Multimedia poster-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**

---

- Apple computers
- Adobe Creative Cloud software
- Apple TV
- Internet connection

## **Ancillary Resources**

---

- Adobe Video tutorials
- Other online tutorials
- Teacher-created handouts
- Related websites

## **Technology Infusion**

---

Chromebooks, IMACS, 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

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  
Flipboard  
Office 365  
Nova Mindmapping

Ted Talks  
Record Voice Pen



## 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.   |
| 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**

---

Teacher will demonstrate step by step adding skills 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 photoshop editing 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 the video lesson on Photo editing.

To show pictures of the assignment and the expectations, completed by the teacher of the assignment. Peers will also help tutor ELL students with understanding lesson by watching together and answering questions.

- 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 by pairing up to watch videos and complete design projects 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**

---

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: