COMPUTER GRAPHICS
GRADES 10-12

THE EWING PUBLIC SCHOOLS
1331 Lower Ferry Road
Ewing, NJ 08618

BOE Approval Date: 5/31/11
Revised by: EHS Technology Teachers
Superintendent

In accordance with The Ewing Public Schools’ Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
TABLE OF CONTENTS

Scope of Essential Learning:

<table>
<thead>
<tr>
<th>Unit</th>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Composition (10 Days)</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Adobe Illustrator (20 Days)</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Color Theory (5 Days)</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Advertising Layout (7 Days)</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>Photoshop (10 Days)</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>Advanced Photoshop (12 Days)</td>
<td>17</td>
</tr>
<tr>
<td>7</td>
<td>Photoshop – Theme Related (10 Days)</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>Career (7 Days)</td>
<td>23</td>
</tr>
<tr>
<td>9</td>
<td>Presentation of Work (6 Days)</td>
<td>26</td>
</tr>
<tr>
<td>10</td>
<td>Culminating Experience (10 Days)</td>
<td>29</td>
</tr>
</tbody>
</table>
Unit 1: Composition (10 Days)

Why Is This Unit Important?

What are the guidelines for a good graphic image and a bad graphic image? Composition guidelines can help us make an educated decision about whether a graphic is good or not.

Enduring Understandings

• Students will discuss the basic principles and elements of art and design.
• Students will do a series of exercises emphasizing: line, shape, value, texture, color.

Essential Questions

• What knowledge is needed to create aesthetically pleasing art work?
• Who is the judge of an aesthetically pleasing piece of art?

Acquired Knowledge

• Student will work with the Elements of Design: Line, Color, Texture, Shape, Form, and Value.
• Student will work with the Principles of Design: Balance, Harmony, Contrast, Directional Movement, and Rhythm.
• Students will work with Composition Guidelines: Rule of Thirds, Leading Lines, Simplicity, Viewpoint, Framing, Cropping, and Symmetry and Patterns.

Acquired Skills

• Students will learn the criteria used to judge a graphic or piece of artwork.
• Students will learn that the elements of design influence the principles of design.

Benchmark or Major Assessments

Formative Assessments

Composition:
• Create a design using line to show stability
• Create a design using shape to show stability
• Create a black and white design to show contrast and then add color to change the contrast
• Create a design using a theme
Summative Assessments

- Student will create one unified example of all of the elements and principles of design.

Rubrics:

- Series of photos showing Elements of Design
  - Line, Color, Texture, Shape, Form, and Value
- Series of photos showing Principles of Design
  - Balance, Harmony, Contrast, Directional Movement, and Rhythm
- http://school.discoveryeducation.com/schrockguide/assess.html - Rubrics site

Instructional Materials

Computers, Elements and Principles of design worksheet (line and shape), Internet connection.

Interdisciplinary Connections

Skills learned in this section can be used in Web Design, Digital Photography, school newspaper and carried into all other disciplines.

Accommodations or Modifications (Special Education, ELL, Gifted Learners)

IEP and 504 plans will be met on an individual basis. Other modifications:

- Modify proficiencies
- Rephrase written directions
- Preferential seating
- Simplified instruction
- Extended time
- One on one instruction

Extensions

Students who surpass this requirement will take this design and rework it in a computer graphics program.

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit

1.1.12.D.1, D.2
1.3.12.D.1-4
1.4.12.A.1, A.3, B.1, B.2
8.2.12.F.3
Teacher Resources

- Books on the Principles and Elements of Design - Individual to each teacher
Unit 2: Adobe Illustrator (20 Days)

Why Is This Unit Important?

Students need to know the properties of a vector based art program selecting software to create a given graphic.

Enduring Understandings

- Students will open and learn the location and uses of different pallets:
  - color
  - swatches
  - info / navigator
  - stroke / brushes
  - layers

- Students will open a file and manipulate it using different tools:
  - selection
  - pen
  - ellipse
  - paintbrush
  - rotate
  - eyedropper
  - hand
  - rectangle
  - zoom
  - fill
  - stroke
  - default fill/stroke

Essential Questions

- What skills and are needed to create an image in Adobe Illustrator?
- What processes need to be done in order to complete the desired graphical need?

Acquired Knowledge

- Student will work with the Elements of Design: Line, Color, Texture, Shape, Form, and Value.
- Student will work with the Principles of Design: Balance, Harmony, Contrast, Directional Movement, and Rhythm.
- Students will save to the appropriate area on the network.
Acquired Skills

Composition:
- Students will work in Illustrator to create patterns using primary, secondary, and monochromatic colors.

Software:
- Students will work in the tool box to understand fill and stroke pallet.
- Students will develop an understanding of the complexities of Illustrator.
- Save work in the proper file format and location.

Benchmark or Major Assessments

Formative Assessments
- Students will open and work with various pallets:
  - color
  - swatches
  - info / navigator
  - stroke / brushes
  - layers
- Students will open and work with various tools:
  - selection
  - pen
  - ellipse
  - paintbrush
  - rotate
  - eyedropper
  - hand
  - rectangle
  - zoom
  - fill
  - stroke
  - default fill/stroke
- Students will work with the color and brush libraries.
- Students will work on tracing a series of templates to demonstrate their knowledge of the use of line tools.

Summative Assessments
- Students will complete a hands-on tool box worksheet.
- Students will complete a hands-on libraries worksheet.
- Students will complete a pen tool worksheet.
- Students will trace an object to show their ability to use the pen tool.
- Students will create a self portrait in Illustrator.
Rubrics

- Self Portrait Rubric
  - Background is interesting and pertinent to overall composition.
  - Portrait shows light and shadow
  - Illustrator tools (pen, pencil, color fill techniques) are successfully utilized.
  - Image is nicely composed and neatly done.
  - Effort and valuable use of time is evident.
  - Photo or scanned image saved as separate file
  - Self Portrait saved in proper file format
- http://school.discoveryeducation.com/schrockguide/assess.html - Rubrics site

Instructional Materials

Computers, graphic files for tracing, Internet connection.

Interdisciplinary Connections

Skills learned in this section can be used in Web Design, Digital Photography, school newspaper and carried into all other disciplines

Accommodations or Modifications (Special Education, ELL, Gifted Learners)

IEP and 504 plans will be met on an individual basis. Other modifications:

- Modify proficiencies
- Rephrase written directions
- Preferential seating
- Simplified instruction
- Extended time
- One on one instruction

Extensions

Students who surpass these requirements will create an Illustrator graphic of a significant location in the high school

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit

1.1.12.D.1, D.2
1.3.12.D.1-4
1.4.12.A.1, A.3, B.1
8.1.12.D.2, E.2
8.2.12.F.2
Teacher Resources

- Books on the Principles and Elements of Design - Individual to each teacher
- **Illustrator CS4 for Dummies.** Indianapolis, IN: Wiley Publishing, Inc, 2009
- **How to Do Everything Adobe Illustrator.** Sue Jenkins. Mc Graw-Hill Companies 2009
Unit 3: Color Theory (5 Days)

Why Is This Unit Important?

In the visual arts, color theory is a body of practical guidance to color mixing and the visual impacts of specific color combinations.

Enduring Understandings

• Students will create a series of designs employing different color theories and principles of design.

Essential Questions

• Can color theory influence the outcome of our graphics? Can color invoke emotion?

Acquired Knowledge

• Student will learn how to work with the color wheel.
• Student will have an understanding of how color effects emotion.
• Students will save to the appropriate area on the network.

Acquired Skills

Composition:
• Work within the Principles and Elements of Design
• Use composition guidelines

Software:
• Students will work with layers.
• Students will work with various pallets.
• Students will work in Illustrator
• Save work in the proper file format

Benchmark or Major Assessments

Formative Assessments

• Students will create a black and white design to show contrast and then add color to change the contrast.
• Students will create a design in Illustrator and then color it using different color patterns.
Summative Assessments

• Students will create a design and color it using three different color theories.

Rubrics:

• Series of photos showing Elements of Design
  o Line, Color, Texture, Shape, Form, and Value.
• Series of photos showing Principles of Design
  o principles of design
  o creativity of work
  o primary color pattern
  o monochromatic color pattern
  o 3rd pattern of choice
  o neatness
  o format
  o completion of project
• http://school.discoveryeducation.com/schrockguide/assess.html - Rubrics site

Instructional Materials

Computers, scanner, Internet connection.

Interdisciplinary Connections

Skills learned in this section can be used in Web Design, Digital Photography, school newspaper and carried into all other disciplines.

Accommodations or Modifications (Special Education, ELL, Gifted Learners)

IEP and 504 plans will be met on an individual basis. Other modifications:

• Modify proficiencies
• Rephrase written directions
• Preferential seating
• Simplified instruction
• Extended time
• One on one instruction

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit

1.1.12.D.1, D.2
1.3.12.D.1-4
1.4.12.A.1, A.3, B.1
Extensions

Students who surpass this requirement will find examples of different color themes and develop a test to see if the color theory holds true

Teacher Resources

- Books on the Principles and Elements of Design - Individual to each teacher
Unit 4: Advertising Layout (7 Days)

Why Is This Unit Important?

The goal of advertising is to reach a large audience and attract customers. If done correctly, advertising can enhance the success of a business.

Enduring Understandings

- Students will create an ad using their knowledge of Illustrator incorporating enhanced text and 3D.

Essential Questions

- How is an effective printed ad created? How can text be used as a design element?

Acquired Knowledge

- Students will work with 3D elements in Illustrator.
- Students will discuss the effectiveness of printed advertisements.

Acquired Skills

Composition:
- Work within the Principles and Elements of Design
- Use composition guidelines
- Students will create thumbnail sketches for their advertisements.

Software:
- Students will work with 3D elements in Illustrator.
- Students will work with various pallets.
- Save work in the proper file format

Benchmark or Major Assessments

Formative Assessments

- Students will bring in to class either a children’s book or a printed advertisement.
- Students will create thumbnail sketches.
- Students will create an original graphic to fit theme.
Summative Assessments

- Students will create a design where text is used in a creative manner.

Rubrics

- Students will be evaluated on:
  - originality of work
  - knowledge of palettes
  - knowledge of tools
  - creativity
  - completion of project
- http://school.discoveryeducation.com/schrockguide/assess.html - Rubrics site

Instructional Materials

Computers, handout, files on computer, Internet connection.

Interdisciplinary Connections

Skills learned in this section can be used in Web Design, Digital Photography, school newspaper and carried into all other disciplines.

Accommodations or Modifications (Special Education, ELL, Gifted Learners)

IEP and 504 plans will be met on an individual basis. Other modifications:

- Modify proficiencies
- Rephrase written directions
- Preferential seating
- Simplified instruction
- Extended time
- One on one instruction

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit

1.1.12.D.1, D.2
1.3.12.D.1-4
1.4.12.A.1, A.3, B.1
8.1.12.D.2, E.2
8.2.12.F.3
Extensions

Students who surpass this requirement will develop an ad for one of the high school sports teams to sell team specific merchandise to the student body. These ads will be displayed throughout the school.

Teacher Resources

- Books on the Principles and Elements of Design - Individual to each teacher
- http://rwillustrator.blogspot.com/ - favorite techniques, design ideas, converting files.
Unit 5: Photoshop (10 Days)

Why Is This Unit Important?

Photoshop is a software program that all other programs are judged by, and used industry wide. We will work within the program to understand its applications and uses.

Enduring Understandings

- Students will create and manipulate graphics employing their knowledge of Photoshop, and demonstrating their understanding of the basic principles and elements of design.

Essential Questions

- How can we use, save, and print our digital images?
- Can we make changes in Photoshop to improve our digital images?
- How can we manipulate a digital image in Photoshop?

Acquired Knowledge

- Students will review digital images to determine what is possible in Photoshop.
- Student will recognize possible careers for skilled Photoshop editors.
- Students will work in tools and palette options in Photoshop.

Acquired Skills

- Students will work in Photoshop to change color modes.
- Students will be able to make black and white image corrections
- Students will be able to make color image corrections
- Students will recognize the importance of the Options pallet.
- Students will understand the importance of layers.
- Students will be able to work with an images opacity and layer opacity.
- Students will be able to adjust blending modes.
- Students will be able to correctly use filters.
- Students will be able to print digital images

Benchmark or Major Assessments

Formative Assessments

- Students will complete a hands-on toolbox worksheet.
- Students will make a set number of changes to manipulate an image.
- Students will complete a Photoshop teacher created test.
• Students will complete a self portrait in Photoshop using filters.
• Students will manipulate a photograph to place themselves into a new location.

Summative Assessments

• Toolbox worksheet
• Changed graphic
• Practical and written Photoshop test
• Self portrait using filters
• Paper doll

Rubrics:
• Students will be evaluated on
  o originality of work
  o knowledge of palettes
  o knowledge of tools
  o creativity
  o class presentation and critique
  o completion of project
• http://school.discoveryeducation.com/schrockguide/assess.html - Rubrics site

Instructional Materials

Computers, Photoshop, files on computer, Internet connection.

Interdisciplinary Connections

Skills learned in this section can be used in Web Design, Digital Photography, school newspaper and carried into all other disciplines

Accommodations or Modifications (Special Education, ELL, Gifted Learners)

IEP and 504 plans will be met on an individual basis. Other modifications:

• Modify proficiencies
• Rephrase written directions
• Preferential seating
• Simplified instruction
• Extended time
• One on one instruction

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit

1.1.12.D.1, D.2
1.3.12.D.1-4
1.4.12.A.1, A.3, B.1
Extensions

Students who surpass this requirement will create a caricature of a faculty member with a direct correlation to his or her subject matter.

Teacher Resources

- Books on the Principles and Elements of Design - Individual to each teacher
Unit 6: Advanced Photoshop (12 Days)

Why Is This Unit Important?

Photoshop is a software program that all other programs are judged by, and used industry wide. We will work within the program to see the many possibilities of the commercial side of Photoshop.

Enduring Understandings

- Students will employ their knowledge of Photoshop to create commercially acceptable artwork.
- Students will create enhanced images that go beyond the normal Photoshop techniques.

Essential Questions

- How is Photoshop used in real world situations? How do real artists and graphic designers use Photoshop to make a living in the real world?

Acquired Knowledge

- Students will work with adjustment layers and masks.
- Students will work with channels and paths.

Acquired Skills

- Students will work with adjustment layers to significantly change the image.
- Students will work masks to isolate section of an image.
- Students will work with channels to isolate section of an image and make significant changes.
- Students will work with paths to isolate section of an image.

Benchmark or Major Assessments

Formative Assessments

- Students will use the files on the computer to create a composite image from two original images using the chroma key technique.
- Students will work with luminosity, inverting colors and threshold to produce a pop art styled imaged.
Summative Assessments

- Students will create a graphic using a chroma key technique.
- Students will take a photograph and convert it into a pop art image.
- Students will research an art movement and artist and create a presentation.

Rubrics:

- http://school.discoveryeducation.com/schrockguide/assess.html - Rubrics site

Instructional Materials

Computers, handout, files on computer, Internet connection.

Interdisciplinary Connections

- Skills learned in this section can be used in Web Design, Digital Photography, school newspaper and carried into all other disciplines

Accommodations or Modifications (Special Education, ELL, Gifted Learners)

IEP and 504 plans will be met on an individual basis. Other modifications:

- Modify proficiencies
- Rephrase written directions
- Preferential seating
- Simplified instruction
- Extended time
- One on one instruction

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit

1.1.12.D.1, D.2
1.3.12.D.1-4
1.4.12.A.1, A.3, B.1
3.2.12.A2, A6, A7, C7
3.3.12.A2, B5, B7, C1, D1-5
8.1.12. D.2, E.2
8.2.12.F.3
SL.9-12.2, 12.4, 12.6
W.9-12.2, 12.8

Extensions

Students who surpass this requirement will create a 13” x 19” poster for their personal enjoyment still within appropriate school guidelines.
Teacher Resources

- Books on the Principles and Elements of Design - Individual to each teacher
Unit 7: Photoshop – Theme Related (10 Days)

Why Is This Unit Important?

With our knowledge of Photoshop and our understanding of composition can we create a theme related projects? Can we put into practice what we have learned?

Enduring Understandings

Students will:
- Create a visual story
- Create visual memory.
- Create a poster that cannot be purchased.
- Create a movie poster for a movie previewed in class.

Essential Questions

- How can we use digital images to convey a message?
- How can we use our knowledge of Photography and Photoshop to tell a story?

Acquired Knowledge

- Students will use Photoshop to invoke a thought response to an image.
- Students will write a story that can be conveyed in picture.
- Students will describe an emotion with a graphic.

Acquired Skills

- Students will work in Photoshop to be able to work between camera, scanner and software.
- Students will be able to convert a mental image into a digital image.
- Students will be able to print to a larger format.
- Students will be able to make color corrections.

Benchmark or Major Assessments

Formative Assessments

- Self critique of their own work to make proper revisions.
- Time management skill to insure the completion of project.
- Students will create a contact sheet of all images that will be used in their graphic.
- Student/teacher contract on approved theme.
Summative Assessments

- Students will create a 13” by 19” poster of one of the following projects:
  - Memory
  - Poster that cannot be purchased
  - Phobia
- Students will create presentation quality graphic.

Rubrics:

- [http://school.discoveryeducation.com/schrockguide/assess.html](http://school.discoveryeducation.com/schrockguide/assess.html) - Rubrics site

Instructional Materials

Computers, handout, files on computer, Internet connection.

Interdisciplinary Connections

- Skills learned in this section can be used in Web Design, Digital Photography, school newspaper and carried into all other disciplines

Accommodations or Modifications (Special Education, ELL, Gifted Learners)

IEP and 504 plans will be met on an individual basis. Other modifications:

- Modify proficiencies
- Rephrase written directions
- Preferential seating
- Simplified instruction
- Extended time
- One on one instruction

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit

1.1.12.D.1, D.2  
1.3.12.D.1-4  
1.4.12.A.1, A.3, B.1  
8.1.12.D.2, E.2  
8.2.12.F.3

Extensions

Students who surpass this requirement will create a promotional graphic in Photoshop for a school club or sports team.
**Teacher Resources**

- Books on the Principles and Elements of Design - Individual to each teacher
- *Special Edition Using Adobe Photoshop 7*. Peter Bauer and Jeff Foster. Que Corporation 2003
Unit 8: Career (7 Days)

**Why Is This Unit Important?**

What is it like to be a real graphic designer?

**Enduring Understandings**

Students will:
- Create a contract for work to be done
- Create a timeline to complete in a given amount of time
- Complete the project with the approval of the client

**Essential Questions**

- How do you set up an RFP?
- How do you set up benchmarks to complete the project in a timely manner?

**Acquired Knowledge**

- Students will learn how to ask the proper questions on an RFP.
- Students will learn how to evaluate how long each task will take.
- Students will learn how to develop a relationship with the client.

**Acquired Skills**

- Students will work in Photoshop to be able to work between camera, scanner and software.
- Students will be able to convert a mental image into a digital image.
- Students will be able to work independently produce a finished product for a client.

**Benchmark or Major Assessments**

**Formative Assessments**

- Self evaluation of the feasibility of the project
- Self critique of their own work to make proper revisions.
- Time management skill to insure the completion of project.
- Student/client contract on approved project and timeline.
Summative Assessments

- Students will contract with another teacher to create a project for the needs of that teacher
- Students will have a signed contract with client by a specific date
- Students will have a preliminary idea signed by a specific date
- Students will have final approval by a specific date
- Students will have completed project by a specific date

Rubrics:

- Client will grade student on the fulfillment of contract
- http://school.discoveryeducation.com/schrockguide/assess.html - Rubrics site

Instructional Materials

Computers, software, Internet connection.

Interdisciplinary Connections

Skills learned in this section can be used in Web Design, Digital Photography, Entrepreneurship school newspaper and carried into all other disciplines

Accommodations or Modifications (Special Education, ELL, Gifted Learners)

IEP and 504 plans will be met on an individual basis. Other modifications:

- Modify proficiencies
- Rephrase written directions
- Preferential seating
- Simplified instruction
- Extended time (depending on the client)
- One on one instruction

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit

1.1.12.D.1, D.2
1.3.12.D.1-4
1.4.12.A.1, A.3, B.1
3.2.12.A2, A6, A7, C7
3.3.12.A2, B5, B7, C1, D1-5
8.2.12.F.3
SL.9-12.2, 12.4, 12.6
W.9-12.2, 12.8
Extensions

Students who surpass this requirement will create a PowerPoint presentation on possible careers and salary guidelines in the graphics community.

Teacher Resources

- Books on the Principles and Elements of Design - Individual to each teacher
Unit 9: Presentation of Work (6 Days)

Why Is This Unit Important?

Students will need to preserve their artwork for future viewing and be able to show and display to interested parties.

Enduring Understandings

Students will:
- Student will participate in putting an art show together, and taking down the show.
- To explore a variety of presentation formats that photographers use to display work.
- To develop skills related to calculations required to produce photographic products.
- To strengthen students' understanding of how to compute, measure, estimate and interpret numerical data as it applies to photography framing.

Essential Questions

- How should graphics be care for in order to preserve them?
- How should graphics be displayed to get the most visual impact out of them?

Acquired Knowledge

- Students will learn how to display graphics.
- Students will learn how to preserve their graphics.

Acquired Skills

- Students will learn how to prepare the work for the show or present their work by:
  - Matting
  - Framing
  - Reprinting
  - Cleaning
  - Wiring
- Students will store files in a secure place in the proper file format.
**Benchmark or Major Assessments**

**Formative Assessments**
- Students will measure mat board in order to frame a piece of artwork.
- Students will create a desktop folder to prepare to archive work.

**Summative Assessments**
- Students will make a presentation to the class.
- Students will hang work for the art show.
- Students will check their archived files on another computer.

**Rubrics**

**Instructional Materials**
Computers, handout, files on computer, Internet connection.

**Interdisciplinary Connections**
- Skills learned in this section can be used in Web Design, Digital Photography, school newspaper and carried into all other disciplines

**Accommodations or Modifications (Special Education, ELL, Gifted Learners)**
IEP and 504 plans will be met on an individual basis. Other modifications:

- Modify proficiencies
- Rephrase written directions
- Preferential seating
- Simplified instruction
- Extended time
- One on one instruction

**List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit**

1.1.12.D.1, D.2  
1.3.12.D.1-4  
1.4.12.A.1, A.3, B.1  
8.2.12.F.3
Extensions

Students who surpass this requirement will do a classroom presentation of their work on one of the classroom display boards.

Teacher Resources

- Books on the Principles and Elements of Design - Individual to each teacher
Unit 10: Culminating Experience (10 Days)

Why Is This Unit Important?

This unit will allow students to apply knowledge learned in course to choose an appropriate medium of presentation. This unit will highlight everything we have done in class. Can we put into practice what we have learned?

Enduring Understandings

- Students will design and complete a final graphics project, using their knowledge of Illustrator and PhotoShop. They will work between both programs and the Internet.
- Students will select from; a family album, a self-portrait or a portfolio.

Essential Questions

- How can we best showcase our work?
- How can we preserve our work?

Acquired Knowledge

- Using the principles and elements of design the students will perform a self critique to decide which work will be shown and which work will be kept.

Acquired Skills

Students will have the ability to:
- Move files in and out of various programs
- Work between programs
- Recognize different file formats
- Secure permanent, working and source files
- Choose applicable presentation format

Benchmark or Major Assessments

Formative Assessments

- **Album** – a series of at least 20 graphics that cover a span of time or a special event.
- **Self-Portrait** – a series of digital photographs combined with scanned and downloaded images used to create a graphic that have to do directly with you.
- **Portfolio** – a series of at least 8 graphics that show examples of your work will have to be printed to perfection.
Summative Assessments

- Students will create select and create their final projects from one of the given options.

Rubrics

- http://school.discoveryeducation.com/schrockguide/assess.html - Rubrics site

Instructional Materials

Computers, handout, files on computer, Internet connection.

Interdisciplinary Connections

- Skills learned in this section can be used in Web Design, Digital Photography, school newspaper and carried into all other disciplines

Accommodations or Modifications (Special Education, ELL, Gifted Learners)

IEP and 504 plans will be met on an individual basis. Other modifications:

- Modify proficiencies
- Rephrase written directions
- Preferential seating
- Simplified instruction
- Extended time
- One on one instruction

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit

1.1.12.D.1, D.2
1.3.12.D.1-4
1.4.12.A.1, A.3, B.1
8.2.12.F.3

Extensions

- Students who surpass this requirement will make arrangements with a teacher from one of the other schools in the district to present their work to the students.

Teacher Resources

- Books on the Principles and Elements of Design - Individual to each teacher
• **Graphic Design Portfolio-BUILDER: Adobe Photoshop and Adobe Illustrator Projects.** Peachpit, 2006