

COURSE: Graphic Design	GRADE(S): 10-12
UNIT: Vector graphics - Basics	

<p>NATIONAL STANDARDS: Achievement Standard: Identify, select, evaluate, use, application software; diagnose and solve problems occurring from an application software's installation and use.</p> <p>Level 1-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Proofread and edit documents for accuracy and content, and for correct grammar, spelling, and punctuation • Explain the meaning of common desktop publishing terms • Identify and apply principles and techniques of publication design • Use desktop publishing software to design, create, import data/graphics/scanned images, format, and produce a variety of publications <p>Level 3-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Identify and select various imaging software and hardware appropriate for tasks • Use various forms of imaging software and hardware to produce documents and compound documents • Use software as tools to solve organization problems

<p>STATE STANDARDS: To teach and apply concepts and skills in current and emerging technology areas including document processing, computer application software, networking, multimedia production, Internet, and business programming.</p>
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<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Creating a new document. 2. Explore the window. 3. Create basic shapes. 4. Apply fill and stroke colors to objects. 5. Transform objects. 6. Select, move, and align objects. 7. Make direct selections.
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<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Concepts Review • Skills Review <p>RESOURCES:</p> <ul style="list-style-type: none"> • Adobe Illustrator CS2 Revealed – Chris Botello 2006 • Adobe Illustrator CS2 @ Work – Pariah S. Burke 2006 • Internet 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Teacher Observation • Projects <p>REMEDIATION/MODIFICATIONS:</p> <ul style="list-style-type: none"> • Peer Tutoring • Teacher/Student • IEP Information <p>ENRICHMENT:</p> <p>Independent challenges</p>
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COURSE: Graphic Design	GRADE(S): 10-12
UNIT: Vector graphics – Text and Gradients	

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<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Create and Format Text. 2. Flow Text into an Object. 3. Position Text on a Path. 4. Create Colors and Gradients. 5. Apply colors and Gradients to Text. 6. Adjust a Gradient and Create a Drop Shadow.

<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Concepts Review • Skills Review <p>RESOURCES:</p> <ul style="list-style-type: none"> • Adobe Illustrator CS2 Revealed – Chris Botello 2006 • Adobe Illustrator CS2 @ Work – Pariah S. Burke 2006 • Internet 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Teacher Observation • Projects <p>REMEDIATION/MODIFICATIONS:</p> <ul style="list-style-type: none"> • Peer Tutoring • Teacher/Student • IEP Information <p>ENRICHMENT:</p> <p>Independent challenges</p>
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COURSE: Graphic Design	GRADE(S): 10-12
UNIT: Vector graphics – Drawing and Composing an Illustration	

<p>NATIONAL STANDARDS: Achievement Standard: Identify, select, evaluate, use, application software; diagnose and solve problems occurring from an application software’s installation and use.</p> <p>Level 1-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Proofread and edit documents for accuracy and content, and for correct grammar, spelling, and punctuation • Explain the meaning of common desktop publishing terms • Identify and apply principles and techniques of publication design • Use desktop publishing software to design, create, import data/graphics/scanned images, format, and produce a variety of publications <p>Level 3-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Identify and select various imaging software and hardware appropriate for tasks • Use various forms of imaging software and hardware to produce documents and compound documents • Use software as tools to solve organization problems

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<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Draw Straight Lines 2. Draw Curved Lines 3. Draw Elements of an Illustration 4. Apply Attributes to Objects. 5. Assemble an Illustration. 6. Stroke Objects for Artistic Effect. 7. Use Live Trace and Live Paint Bucket Tool.
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<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Concepts Review • Skills Review <p>RESOURCES:</p> <ul style="list-style-type: none"> • Adobe Illustrator CS2 Revealed – Chris Botello 2006 • Adobe Illustrator CS2 @ Work – Pariah S. Burke 2006 • Internet 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Teacher Observation • Projects <p>REMEDIATION/MODIFICATIONS:</p> <ul style="list-style-type: none"> • Peer Tutoring • Teacher/Student • IEP Information <p>ENRICHMENT:</p> <p>Independent challenges</p>
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COURSE: Graphic Design	GRADE(S): 10-12
UNIT: Raster graphics – Bitmaps and resolution	

<p>NATIONAL STANDARDS: Achievement Standard: Identify, select, evaluate, use, application software; diagnose and solve problems occurring from an application software’s installation and use.</p> <p>Level 1-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Proofread and edit documents for accuracy and content, and for correct grammar, spelling, and punctuation • Explain the meaning of common desktop publishing terms • Identify and apply principles and techniques of publication design • Use desktop publishing software to design, create, import data/graphics/scanned images, format, and produce a variety of publications <p>Level 3-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Identify and select various imaging software and hardware appropriate for tasks • Use various forms of imaging software and hardware to produce documents and compound documents • Use software as tools to solve organization problems

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<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Define pixels and bitmaps and examine them in images. 2. Define resolution and discuss its importance in image manipulation. 3. Examine how resolution impacts photographs and images. 4. Define interpolation.
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<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Concepts Review • Skills Review <p>RESOURCES:</p> <ul style="list-style-type: none"> • Adobe Photoshop CS2 Revealed – Elizabeth Eisner Reding 2006 • Internet 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Teacher Observation • Projects <p>REMEDIATION/MODIFICATIONS:</p> <ul style="list-style-type: none"> • Peer Tutoring • Teacher/Student • IEP Information <p>ENRICHMENT:</p> <p>Independent challenges</p>
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COURSE: Graphic Design	GRADE(S): 10-12
UNIT: Raster graphics – Basics and layers	

<p>NATIONAL STANDARDS: Achievement Standard: Identify, select, evaluate, use, application software; diagnose and solve problems occurring from an application software’s installation and use.</p> <p>Level 1-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Proofread and edit documents for accuracy and content, and for correct grammar, spelling, and punctuation • Explain the meaning of common desktop publishing terms • Identify and apply principles and techniques of publication design • Use desktop publishing software to design, create, import data/graphics/scanned images, format, and produce a variety of publications <p>Level 3-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Identify and select various imaging software and hardware appropriate for tasks • Use various forms of imaging software and hardware to produce documents and compound documents • Use software as tools to solve organization problems

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<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Learn How to Open and Save an Image. 2. Use Organizational and Management Features. 3. Examine the Workspace Window. 4. Use the Layers and History Palette. 5. View and Print an Image. 6. Close a File and Exit. 7. Examine and Convert Layers. 8. Add and Delete Layers. 9. Add a Selection from One Image to Another. 10. Organize Layers with groups and colors.

<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Concepts Review • Skills Review <p>RESOURCES:</p> <ul style="list-style-type: none"> • Adobe Photoshop CS2 Revealed – Elizabeth Eisner Reding 2006 • Internet 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Teacher Observation • Projects <p>REMEDIATION/MODIFICATIONS:</p> <ul style="list-style-type: none"> • Peer Tutoring • Teacher/Student • IEP Information <p>ENRICHMENT:</p> <p>Independent challenges</p>
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COURSE: Graphic Design	GRADE(S): 10-12
UNIT: Raster graphics – Making Selections	

<p>NATIONAL STANDARDS: Achievement Standard: Identify, select, evaluate, use, application software; diagnose and solve problems occurring from an application software’s installation and use.</p> <p>Level 1-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Proofread and edit documents for accuracy and content, and for correct grammar, spelling, and punctuation • Explain the meaning of common desktop publishing terms • Identify and apply principles and techniques of publication design • Use desktop publishing software to design, create, import data/graphics/scanned images, format, and produce a variety of publications <p>Level 3-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Identify and select various imaging software and hardware appropriate for tasks • Use various forms of imaging software and hardware to produce documents and compound documents • Use software as tools to solve organization problems

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<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Making a Selection Using Shapes. 2. Modify a Marquee. 3. Select using color and modify a Selection. 4. Add a Vignette Effect to a Selection.

<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Concepts Review • Skills Review <p>RESOURCES:</p> <ul style="list-style-type: none"> • Adobe Photoshop CS2 Revealed – Elizabeth Eisner Reding 2006 • Internet 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Teacher Observation • Projects <p>REMEDIATION/MODIFICATIONS:</p> <ul style="list-style-type: none"> • Peer Tutoring • Teacher/Student • IEP Information <p>ENRICHMENT:</p> <p>Independent challenges</p>
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COURSE: Graphic Design	GRADE(S): 10-12
UNIT: Raster graphics – Incorporating Color Techniques	

<p>NATIONAL STANDARDS: Achievement Standard: Identify, select, evaluate, use, application software; diagnose and solve problems occurring from an application software’s installation and use.</p> <p>Level 1-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Proofread and edit documents for accuracy and content, and for correct grammar, spelling, and punctuation • Explain the meaning of common desktop publishing terms • Identify and apply principles and techniques of publication design • Use desktop publishing software to design, create, import data/graphics/scanned images, format, and produce a variety of publications <p>Level 3-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Identify and select various imaging software and hardware appropriate for tasks • Use various forms of imaging software and hardware to produce documents and compound documents • Use software as tools to solve organization problems

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<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Work with Colors to Transform an Image. 2. Use the Color Picker and the Swatches Palette. 3. Place a Border Around an Image. 4. Blend Colors Using the Gradient Tool. 5. Add Color to a Grayscale Image. 6. Use Filters, Opacity, and Blending Modes. 7. Match Colors.
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<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Concepts Review • Skills Review <p>RESOURCES:</p> <ul style="list-style-type: none"> • Adobe Photoshop CS2 Revealed – Elizabeth Eisner Reding 2006 • Internet 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Teacher Observation • Projects <p>REMEDIATION/MODIFICATIONS:</p> <ul style="list-style-type: none"> • Peer Tutoring • Teacher/Student • IEP Information <p>ENRICHMENT:</p> <p>Independent challenges</p>
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COURSE: Graphic Design	GRADE(S): 10-12
UNIT: Raster graphics – Placing Type in an Image	

<p>NATIONAL STANDARDS: Achievement Standard: Identify, select, evaluate, use, application software; diagnose and solve problems occurring from an application software’s installation and use.</p> <p>Level 1-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Proofread and edit documents for accuracy and content, and for correct grammar, spelling, and punctuation • Explain the meaning of common desktop publishing terms • Identify and apply principles and techniques of publication design • Use desktop publishing software to design, create, import data/graphics/scanned images, format, and produce a variety of publications <p>Level 3-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Identify and select various imaging software and hardware appropriate for tasks • Use various forms of imaging software and hardware to produce documents and compound documents • Use software as tools to solve organization problems

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<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Learn About Type and How It is Created. 2. Change Spacing and Adjust Baseline Shift. 3. Use the Drop Shadow Style. 4. Apply Anti-Aliasing to Type. 5. Modify Type with the Bevel and Emboss Style. 6. Apply Special Effects to Type Using Filters. 7. Create Text on Path.
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<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Concepts Review • Skills Review <p>RESOURCES:</p> <ul style="list-style-type: none"> • Adobe Photoshop CS2 Revealed – Elizabeth Eisner Reding 2006 • Internet 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Teacher Observation • Projects <p>REMEDIATION/MODIFICATIONS:</p> <ul style="list-style-type: none"> • Peer Tutoring • Teacher/Student • IEP Information <p>ENRICHMENT:</p> <p>Independent challenges</p>
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COURSE: Graphic Design	GRADE(S): 10-12
UNIT: Raster graphics – Using Painting Tools	

<p>NATIONAL STANDARDS: Achievement Standard: Identify, select, evaluate, use, application software; diagnose and solve problems occurring from an application software’s installation and use.</p> <p>Level 1-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Proofread and edit documents for accuracy and content, and for correct grammar, spelling, and punctuation • Explain the meaning of common desktop publishing terms • Identify and apply principles and techniques of publication design • Use desktop publishing software to design, create, import data/graphics/scanned images, format, and produce a variety of publications <p>Level 3-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Identify and select various imaging software and hardware appropriate for tasks • Use various forms of imaging software and hardware to produce documents and compound documents • Use software as tools to solve organization problems

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<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Paint and Patch an Image. 2. Create and Modify a Brush tip. 3. Use the Smudge Tool. 4. Create custom brushes.
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<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Concepts Review • Skills Review <p>RESOURCES:</p> <ul style="list-style-type: none"> • Adobe Photoshop CS2 Revealed – Elizabeth Eisner Reding 2006 • Internet 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Teacher Observation • Projects <p>REMEDIATION/MODIFICATIONS:</p> <ul style="list-style-type: none"> • Peer Tutoring • Teacher/Student • IEP Information <p>ENRICHMENT:</p> <p>Independent challenges</p>
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COURSE: Graphic Design	GRADE(S): 10-12
UNIT: Raster graphics – Creating Special Effects with Filters	

<p>NATIONAL STANDARDS: Achievement Standard: Identify, select, evaluate, use, application software; diagnose and solve problems occurring from an application software’s installation and use.</p> <p>Level 1-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Proofread and edit documents for accuracy and content, and for correct grammar, spelling, and punctuation • Explain the meaning of common desktop publishing terms • Identify and apply principles and techniques of publication design • Use desktop publishing software to design, create, import data/graphics/scanned images, format, and produce a variety of publications <p>Level 3-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Identify and select various imaging software and hardware appropriate for tasks • Use various forms of imaging software and hardware to produce documents and compound documents • Use software as tools to solve organization problems

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<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Learn about Filters and How to Apply Them. 2. Create an Effect with an Artistic Filter. 3. Add Unique Effects with Stylize Filters. 4. Alter Images with Distort and Noise Filters. 5. Alter Lighting with a Render Filter.

<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Concepts Review • Skills Review <p>RESOURCES:</p> <ul style="list-style-type: none"> • Adobe Photoshop CS2 Revealed – Elizabeth Eisner Reding 2006 • Internet 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Teacher Observation • Projects <p>REMEDIATION/MODIFICATIONS:</p> <ul style="list-style-type: none"> • Peer Tutoring • Teacher/Student • IEP Information <p>ENRICHMENT:</p> <p>Independent challenges</p>
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COURSE: Graphic Design	GRADE(S): 10-12
UNIT: 2-D Animation	

<p>NATIONAL STANDARDS</p> <p>Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from an application software's installation and use.</p> <p>INFORMATION TECHNOLOGY: APPLICATION SOFTWARE</p> <p><i>Level 1 Performance Expectations</i></p> <ul style="list-style-type: none"> • Prepare documents that include a variety of media (e.g., images, text, and sounds). • Use a variety of application software appropriate to specific tasks (e.g., use a Web browser to find information). <p><i>Level 2 Performance Expectations</i></p> <ul style="list-style-type: none"> • Explore emerging application software. • Identify the types of application software and explain the purpose or use of each. • Use online and offline help to learn software. <p><i>Level 3 Performance Expectations</i></p> <ul style="list-style-type: none"> • Use application software reference materials (e.g., online help, vendor Web sites, tutorials, and manuals). • Use the collaborative features of application software to complete simulate or real organization tasks. • Use advanced features of common application software. • Evaluate the effectiveness of software to solve specific problems. <p><i>Level 4 Performance Expectations</i></p> <ul style="list-style-type: none"> • Diagnose and solve application software problems. • Import and export text, data, sound, video, and still images between software programs.
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<p>STATE STANDARDS:</p> <p>To teach and apply concepts and skills in current and emerging technology areas including computer application software, networking, multimedia production, Internet, email and business programming.</p>

<p>UNIT OBJECTIVES:</p> <p>A. Explore interface & menus</p> <ul style="list-style-type: none"> • Property Inspector • Toolbars • Scrubber Tool • Timeline • Toolbar • Canvas <p>B. Timeline, stage, and scenes</p> <p>C. Keyframes and Tweening</p> <p>D. Working with vector graphics</p> <p>E. Working with sound.</p>

<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Hands-on demonstration and discussion of various principles as related to basic 2-D animation. 2. Guided practice 3. Projects 4. Enrichment and challenge problems <p>RESOURCES:</p> <ul style="list-style-type: none"> ▪ Internet ▪ Teacher created notes, handouts and Activities ▪ Other 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Teacher observation 2. Quizzes 3. Worksheets/Handouts 4. Practice problems and projects 5. Tests <p>REMEDIATION:</p> <ul style="list-style-type: none"> ▪ Assistance – Teacher/peer ▪ Adjustment – Length/breadth ▪ Alternative – Assignments <p>ENRICHMENT and DIFFERENTIATION</p> <ul style="list-style-type: none"> ▪ Alternative <ul style="list-style-type: none"> • Assignments - length • Extended focus - challenge ▪ Additional <ul style="list-style-type: none"> • Problems/Projects
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COURSE: Graphic Design	GRADE(S): 10-12
UNIT: Video/movie production - basics	

<p>NATIONAL STANDARDS: Achievement Standard: Identify, select, evaluate, use, application software; diagnose and solve problems occurring from an application software's installation and use.</p> <p>Level 1-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Proofread and edit documents for accuracy and content, and for correct grammar, spelling, and punctuation • Identify and apply principles and techniques of presentation design • Use video/movie production software to design, create, import data/graphics/scanned images, format, and produce a video or e-portfolio. <p>Level 3-4 – Performance Expectations:</p> <ul style="list-style-type: none"> • Identify and select various imaging software and hardware appropriate for tasks • Use various forms of imaging software and hardware to produce documents and compound videos. • Use software as tools to solve organization problems
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<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Create a New video/movie. 2. Organize slides. 3. Apply special effects. 4. Place Text Titles. 5. Incorporate vector graphics, raster graphics, and 2-D animation graphics. 6. Present the video or e-portfolio.
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<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Create a basic video or e-portfolio <p>RESOURCES:</p> <ul style="list-style-type: none"> • Various on-line tutorials. • Internet 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Teacher Observation • Presentation <p>REMEDIATION/MODIFICATIONS:</p> <ul style="list-style-type: none"> • Peer Tutoring • Teacher/Student • IEP Information <p>ENRICHMENT:</p> <p>Advanced features of video production</p>
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