Escondido Union High School District

Page Layout and Design 1

EUHSD Board Approval Date: 5/16/17
The EUHSD Page Layout & Design 1 curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study. The curriculum is aligned to California Model Career Technical Education Standards in the Manufacturing and Product Development industry sector and the Printing & Graphic Arts pathway. This is the second course in a three-year sequence of courses. The curriculum document is updated annually based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
C. Instructional Materials References
D. Scope and Sequence Map with Essential Standards outlined by Unit
E. References to key essential design and implementation documents

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school college and career ready. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”

A key design consideration in the transition to the new California State Standards is a focus on changes to pedagogy. The English Language Arts instructional shifts guide classroom teaching and learning and the foundation of curriculum and instructional design. Key considerations of the ELA Instructional shifts can be found by visiting the following URL: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

The curriculum document is aligned to the California Model Career Technical Education standards and serves to support outcomes evidenced in the College and Career Readiness Standards for students in grades 9-12.

Page Layout and Design 1 Course Description

Page Layout and Design 1 is the second in the sequence of three courses in the Graphic Production Technologies CCTE pathway. It provides training in the Printing and Graphics Technology field in the specific area of page layout and design. The following skills are geared towards the acquisition and development of the basic foundational skills necessary to go into the third year of this program. Instruction covers the following: An overview of electronic document design and page layout, electronic composition, along with text and graphics entry with computers. Students will learn the essential principles to utilizing design and type including: the four principles that are necessary for all design projects (proximity, contrast, alignment, and repetition), how to recognize when you are not using good design principles, and how to apply the principles to create excellent page layouts. Students will be working with categories of type, color, and combining typefaces for maximum impact; document readability, legibility and punctuation; letter, line, and paragraph spacing; and special characters. Students will take an in-depth look at Adobe InDesign. Students will learn necessary bindery equipment skills including how to set up a full bleed. Students will create a two-color screen print. Students will design a marketing package containing a variety of items, based on the business and what visual message they want to send to the consumer. Some of these items are: business cards, letterhead & envelopes, flyers, newsletters, brochures, postcards, newspaper ads, and interactive PDF’s. Students will learn when to utilize RGB and/or CMYK color, depending on the output. Students will create artwork and colors separations, culminating with screen-printing using multiple colors. Students will learn how and when to use a heat press.

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>Year Long</th>
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<tbody>
<tr>
<td>Grade Level:</td>
<td>10-12</td>
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<tr>
<td>UC/CSU Requirement:</td>
<td>Meets UC/CSU Requirement as a “g” CTE Elective</td>
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<tr>
<td>Graduation Requirement:</td>
<td>EUHS CTE Requirement or Elective Credit</td>
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<tr>
<td>Course Number: (Semester A):</td>
<td>5081</td>
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<tr>
<td>Transcript Abbreviation (Semester A):</td>
<td>PGLAY&amp;DSGN 1 A (P)</td>
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<td>Course Number: (Semester B):</td>
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<td>Transcript Abbreviation (Semester B):</td>
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<td>Credits (Semester A):</td>
<td>5 CTE or Elective Credit</td>
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<tr>
<td>Credits (Semester B):</td>
<td>5 CTE or Elective Credit</td>
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<tr>
<td>Required Prerequisite/s:</td>
<td>Printing &amp; Graphics 1</td>
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<tr>
<td>Industry Sector:</td>
<td>Manufacturing and Product Development</td>
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<tr>
<td>Board Approval Date (Curriculum):</td>
<td>5/16/17</td>
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<tr>
<td>Board Approval Date (Materials):</td>
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<tr>
<td>Core Instructional Material/s:</td>
<td>The Non-Designer’s Design &amp; Type Books, by Robin Williams</td>
</tr>
<tr>
<td>Supplemental Instructional Material/s:</td>
<td>Graphic Design Basics, by Amy E. Arntson</td>
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<tr>
<td></td>
<td>Graphic Communications, the Printed Image, by Z.Z. Prust</td>
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<td><a href="http://www.adobe.com">http://www.adobe.com</a></td>
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<td>CALJOBS</td>
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</tbody>
</table>
**Assessments:**
- Teachers create day-to-day formative assessments that guide instructional decision-making and designed to demonstrate student proficiency. These may be implemented by checking off competencies.
- End of Chapter tests on content textbook: *The Non-Designer's Design & Type Books*, by Robin Williams
- Successful completion of Safety Test at 100% (required each semester)
- Completion of projects (both individual and group)
- Semester final exam as a summative assessment, evaluating curriculum competency and ability to construct a project using skills gained.
- Portfolio assessment on content acquisition of design curriculum.
- Reading assessment is based on research projects evaluating graphic design options.
- Writing assessment is based on designing and writing a newsletter for a business.
- Oral assessment is based on planning, compiling, and presenting work to class as individuals and in groups.
The Scope and Sequence Guide is a California standards based document that delineates the standards based skills students are expected to know and do in order to meet College and Career Readiness expectations outlined within the California Model Career Technical Education Standards. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit learning objectives. EUHSD teachers will meet annually to review and refine the curriculum.

In coursework requiring reading and writing, the following standards are not specifically stated in any one unit of study, but are the result of implementation throughout the curriculum as students participate in reading, writing, and speaking/listening standards based activities.

- **By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11-CCR text completely and proficiently, with scaffolding as needed at the high range. (Reading Informational Text Standard 10)**
- **Students will write routinely over extending time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. (Writing Standard 10)**
- “To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.” (Standards for ELA Anchor Standards for Speaking/Listening)
## Unit 1 – Overview of Graphic Design Principles, Safety Measures, Adobe InDesign

**Unit Description:** This unit is an overview of graphic communications as it pertains to the many job options for graphic designers. The main textbook is *The Non-Designer’s Design and Type Books*, by Robin Williams. This unit consists of parts of chapter one in Graphic Communications, by Z.Z. Prust and researching both educational options and future jobs in our city. Students will read and understand the overview of design principles as written in the chapter entitled “The Joshua Tree Epiphany” in their primary textbook, *The Non-Designer’s Design and Type Books*, by Robin Williams. In addition, the student will have read, understood, and signed all appropriate use agreements and passed a general safety test with the score of 100%. Students will be taking an in-depth look at Adobe InDesign. This unit will include learning to set up a document and being able to navigate and utilize the main components of the application. Students will learn various ways of printing, exporting, and saving for both current and previous versions. Students will continue to develop graphic design skills in working with text and graphics to provide professional marketing packages. Students will learn to identify the “do’s” and “don’ts” of good design and acquire the ability to see the four main components present in all graphic designs and to translate those components into different business models. Students will be introduced to http://fontstruct.com where students will create their own fonts. Students will access and use the online classroom of Instructure by Canvas to acquire assignments, assessments, and for written communications. Students will communicate both orally and in writing to demonstrate a clear understanding of concepts taught utilizing key printing and graphics vocabulary. Students will discover opportunities in the ever-growing field of graphic design through studying and practicing new skills, synthesizing information by designing professional products, and sharing both individually and as a part of a team.

### Unit Standards:

#### Anchor Standards Manufacturing and Product Development

<table>
<thead>
<tr>
<th>Knowledge and Performance Anchor Standards:</th>
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<tbody>
<tr>
<td><strong>2.0 Communication Anchor Standards:</strong> (Used throughout all units of study) Acquire and accurately use Manufacturing and Product Design sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.</td>
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<tr>
<td>2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</td>
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<tr>
<td><strong>3.0 Career Planning and Management:</strong> Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)</td>
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<tr>
<td><strong>4.0 Technology:</strong> Use existing and emerging technology to investigate, research, and produce products and services, including new information as required in the Manufacturing and Product Design sector workplace environment.</td>
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<tr>
<td><strong>6.0 Health and Safety:</strong> (Used throughout all units of study) Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Manufacturing and Product Design sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)</td>
</tr>
</tbody>
</table>

#### Learning Objectives:

**Students will be able to…**

- Explore and explain the important role of the graphic designer in our community.
- Identify the major processes necessary for an entry-level job in the graphic communications industry.
- Discover (find) current graphic design job opportunities in our own city.
- Summarize the four basic principles of design.
- Demonstrate the ability to create a simple graphic demonstrating each of the four principles.
- Understand the two different layout and design methods for heat press printing (light and dark).
- Create the layout and design for a two-color screen print.
- Define the need for using crop marks.

#### Unit Assignments:

- Study for Safety Test (required to use any equipment). Students will read all related materials and talk about them in class, including MSDS sheets and what is acceptable in the shop area. Communication will include potential hazards and how to respond. Students will participate in a tour of both the lab (computers) and the shop (heavy equipment and chemicals). Instructor will summarize important information regarding classroom and shop safety.
- Learn about Canvas by Instructure (online classroom and testing & assessment environment). Students will practice using his/her district email and communicate with instructor using Canvas by Instructure. Since this online classroom holds curriculum, assessments, and is the means by which assignments are turned in, students will comply with online classroom rules and experiment with assessments, assignments, and navigation prior to having “real” assignment and assessments to turn in.
- Read and discuss “The Joshua Tree Epiphany” in their primary textbook, *The Non-Designer’s Design and Type Books*. Pass Safety Test with 100%. This is a requirement prior to any student working in the print shop.
- Learn to communicate using Canvas by Instructure.
- Formative competency regarding heat pressing to light and dark fabrics.
- Formative competency regarding how to create a two color screen print.
- Formative competency in creating.
6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
6.2 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
6.3 Practice personal safety when lifting, bending, or moving equipment and supplies.
6.4 Demonstrate how to prevent and respond to work-related accidents or injuries and emergencies.
6.5 Maintain a safe and healthful working environment.

7.0 Responsibility and Flexibility (Used throughout all units of study)
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Manufacturing and Product Design sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Apply high-quality techniques to product or presentation design and development.

10.0 Technical Knowledge and Skills (Used throughout all units of study)
Apply essential technical knowledge and skills common to all pathways in the Manufacturing and Product Design sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

10.1 Interpret and explain terminology and practices specific to the Manufacturing and Product Design sector.
10.3 Construct projects and products specific to the Manufacturing and Product Design sector requirements and expectations.

11.0 Demonstration and Application (Used throughout all units of study)
Demonstrate and apply the knowledge and skills contained in the Manufacturing and Product Design anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the Skills USA career technical student organizations.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Manufacturing and Product Design sector program of study.

marks in screen-printing.
- Demonstrate the layout process for two-color screen-printing.
- Define the commonalities that exist when creating advertising and promotional pieces for a specific company.
- Develop skills in use of the application Adobe InDesign including the set-up, design, and maneuverability within the application.
- Create an interactive document, using web links save the document so the links will work.
- Develop the ability to save work for use with previous versions of InDesign.

Design and Type Books, by Robin Williams. Students will be able to define and describe an overview of the four basic principles of graphic design.
- Explore career opportunities in the area of graphic design. Students will research and discover what job possibilities exist for a local graphic artist. Students will be able to name necessary other (other duties as assigned) job skills go with this position as well as writing a one paragraph essay showing their findings. Students will analyze the academic path they would need to pursue to stay current in this field.
- Students will create the page layout appropriate to creating a heat pressed item in the following areas: 1) Heat press on light fabric; 2) Heat press on dark fabric, as well as describing the press-time and processes needed for both.
- Students will use the layers function in the instructor-directed application to create a two color layout for screen printing, including crop marks. Student will be able to show and explain how to screen print a two color item.
- Students will demonstrate the ability to create a new font in http://fontstruct.com. Students will also download their font and use it in a marketing flyer.
- Students will be able to show visually (using the four basic principles of design) how to tie various parts of a marketing package together.
- Students will demonstrate how to save graphics so that they will print (links panel)
- Formative assessment regarding how to save graphics for print.
- Written summative assessment covering the four basic principles of design.
- Summative assessment regarding local career opportunities in the area of graphic design.
### Pathway Standards: Manufacturing and Product Development:

- **A1.0** Apply the basic graphic design principles to achieve effective visual communication.
  - **A1.1** Identify the relationships between space, color, image, and content.
  - **A1.3** Create a basic layout applying images, text and typography.
  - **A1.4** Create and choose font styles.
- **A3.0** Apply graphic design software and desktop publishing as a means of creating effective communication.
  - **A3.2** Apply desktop publishing and electronic imaging software principles and processes used to prepare graphic design products.
- **A7.0** Develop a proficiency in applying the processes and procedures required for the reproductions and printed products and the image transfer process.
- **A14.0** Identify the different industries that utilize graphic design and identify other potential business opportunities for graphic design applications.

### CTE ELA Standards:

- **11-12.2** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
### Meeting the Needs of ELs:

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards:
  

- In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks:
  

### Instructional Resources:

- *The Non-Designer's Design & Type Books*, by Robin Williams
- *Graphic Communications, the Printed Image*, by Z.Z. Prust,
- *Graphic Design Basics*, by Amy E. Arntson
- [http://www.adobe.com](http://www.adobe.com)
- [https://canvas.instructure.com](https://canvas.instructure.com)
- Apple computers
- Adobe Creative Suite (software)
- [http://fontstruct.com](http://fontstruct.com)
- [http://www.lynda.com](http://www.lynda.com) - for graphic design information
- [https://canvas.instructure.com](https://canvas.instructure.com) - for curriculum, assignments, and helps
- [https://wordpress.com](https://wordpress.com) - student portfolios (digital)
- [https://translate.google.com/?hl=en&tab=wT](https://translate.google.com/?hl=en&tab=wT) - a communications resource for non-English speakers
- [http://www.printing.org](http://www.printing.org) GAIN – Graphic Arts Information Network
- [http://www.gaerf.org](http://www.gaerf.org) Organization with resources regarding accreditation. It also has student design competitions.
- [www.sgppartnership.org](http://www.sgppartnership.org) Sustainable Green Printing Partnership
Page Layout and Design 1 - Scope and Sequence

Unit 2 – Proximity in Design Work, the Amazing Color Wheel, Adobe InDesign

Unit Description: This unit provides a more in depth look at the function of proximity in graphic design. Students will learn how to place text and graphics without needing to fill each corner so there will not be any empty space. Students will learn the reason behind placement so as to avoid a “scattered” look in their page design. Students will develop the necessary skills to group related items together and to move them close to each other to present a cohesive group rather than a bunch of unrelated objects. Students will begin to use the color wheel and color relationships, learning when to use RGB color and CMYK color. By the end of the unit, students will identify primary, secondary, and tertiary colors, as well as how to develop a complementary color scheme, a color scheme using triads, split complementary triads, and analogous colors in developing good marketing materials. In taking a more in depth look into InDesign, students will all of the ins and outs of creating text frames and placing objects, and acquire the ability to create a document with a full bleed in their finished product. They will also learn how to set up the full bleed and subsequently trim it when printed for a professional appearance. Within the application, students will learn how to create master pages and make a document into a book. Advanced skills presented are in the area of formatting for books and documents.

Unit Standards:

Learning Objectives:

Students will be able to:

- Explain the meaning of cohesion in graphic groups.
- Identify which items belong in which groups.
- Understand how people view page layout and look for commonalities to identify the visual message being sent.
- Learn where the eye naturally travels and how to organize a page both intellectually and visually.
- Design a masthead for a newsletter by establishing the proper relationships.
- Use upper case and lower case letters appropriately, and emphasize and de-emphasize type.
- Learn when and how to use contrast
- Analyze and compile the number of visual groups of elements should be on a page.
- Use the best fonts to send a visual message for different types of businesses.
- Communicate visual images clearly.
- Construct a menu with text and graphics.

Unit Assignments:

- Read chapter two in The Non-Designer’s Design & Type Books, by Robin Williams, focusing on the basic purpose of proximity (to organize your work), how to get it (three-five visual elements (groups) on a page), and what to avoid.
- Create a menu or document using proximity appropriately. Create the same document using proximity inappropriately and compare. Share and discuss in class.
- Read chapter seven pages 91-98 in The Non-Designer’s Design & Type Books, by Robin Williams
- Write a one-paragraph essay describing the difference between the color models CMYK and RGB explaining when to use each one.
- Create your own color wheel showing the basic twelve colors (primary, secondary, and tertiary.) Save this for later use. Copy/paste your color wheel and draw arrows to the complementary colors on the wheel. Save this for later use.
- Copy/paste your color wheel and draw arrows to the triad colors on the wheel. Save this for later use.
- Copy/paste your color wheel and draw arrows to the analogous colors on the wheel (two examples.) Save this for later use.
- Copy/paste your color wheel and create two sets of shades and two sets of tints on either side of the hues.

Unit Assessments:

- Teachers create day-to-day formative assessments that guide instructional decision-making covering proximity, grouping objects, fonts, and page organization.
- Formativ assessment in completion of color wheel including the primary, secondary, and tertiary colors.
- Formative check-off in showing triads, complementary colors, and analogous color schemes.
- Formative assessment in the creation of the color wheel after adding both shades and tints on either side of the hues.
6.0 Health and Safety (Used throughout all units of study)
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Manufacturing and Product Design sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)
- 6.3 Use health and safety practice for storing, cleaning and maintain tools, equipment, and supplies.

7.0 Responsibility and Flexibility (Used throughout all units of study) Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Manufacturing and Product Design sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.5 Apply high-quality techniques to product or presentation design and development.

9.0 Leadership and Teamwork: (Used throughout all units of study.) Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b)
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Manufacturing and Product Design sector issues and problems.

10.0 Technical Knowledge and Skills (Used throughout all units of study) Apply essential technical knowledge and skills common to all pathways in the Manufacturing and Product Design sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
- 10.3 Construct projects and products specific to the Manufacturing and Product Design sector requirements and expectations.

11.0 Demonstration and Application (Used throughout all units of study) Demonstrate and apply the knowledge and skills contained in the Manufacturing and Product Design anchor standards, pathway
- Describe different color schemes in design work.
- Identify what to avoid in regards to placement of objects on a page.
- Design and set up document for working with a full-bleed. Use the hydraulic cutter for trimming the page.
- Demonstrate the advanced skills of typing on a path, threading text frames, and justification.
- Students will create a multi-page document, a book and/or a magazine. Students will incorporate the advanced skills of typing on a path, threading text frames, and justification.
- Students will incorporate the set up skills for working with a full-bleed, including the hydraulic cutter for trimming and how to align the backside of the page for proper printing alignment.
- Summative assessment in the creation of a multiple page document containing typing on a path, threading text frames, a full-bleed, including the hydraulic cutter for trimming and how to align the backside of the page for alignment.
standards, and performance indicators in classroom, laboratory, and workplace settings, and through the Skills USA career technical student organizations.

- **11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Manufacturing and Product Design sector program of study.**

### Pathway Standards: Manufacturing and Product Development:

- **Graphic Production Technologies Pathway**
  - A1.3 Create a basic layout applying images, text, and typography.
  - A1.4 Create and choose font styles.
  - A2.1 Understand the science of color spectrum and other aspects of color as it relates to hue, value, and chroma.
  - A2.2 Explain the differences between methods used to describe color, including cyan, magenta, yellow, black (CMYK) and red, green, blue (RGB).
  - A3.0 Apply graphic design software and desktop publishing as a means of creating effective communication.

### CTE ELA Standards:

- **Anchor Standard 11: Demonstration and Application**
  Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.

- **Crosscutting Concept – CC**
  1. Patterns.
  2. Scale, proportion, and quantity.
### Meeting the Needs of ELs:

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: http://www.cde.ca.gov/sp/el/er/documents/eldstdspub14.pdf
- In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf

### Instructional Resources:

- *The Non-Designer’s Design & Type Books*, by Robin Williams
- *Graphic Communications, the Printed Image*, by Z.Z. Prust,
- *Graphic Design Basics*, by Amy E. Arnison
- http://www.adobe.com
- https://canvas.instructure.com
- Apple computers
- Adobe Creative Suite (software)
- http://fontstruct.com
- http://www.lynda.com
- http://www.adobe.com - for graphic design information
- https://canvas.instructure.com - for curriculum, assignments, and helps
- https://wordpress.com - student portfolios (digital)
- https://translate.google.com/?hl=en&tab=wT - a communications resource for non-English speakers
- http://www.printing.org GAIN – Graphic Arts Information Network
- http://www.gaerf.org Organization with resources regarding accreditation. It also has student design competitions.
- www.sgppartnership.org Sustainable Green Printing Partnership
**Unit Description:** Unit 3 is designed to introduce concept of alignment choices. Students will learn basic principles of proper alignment and that nothing should ever be placed on a page arbitrarily. Students will acquire the necessary skills to create strong, cohesive groupings and units. Students will apply the principle of proximity in showing relationships, and by separating certain elements by applying the principles of alignment, tells the reader that the items in question may not be directly related, but they are close. Students will be bold in their design work and choose the best elements to use for emphasis as well as de-emphasis. Students will unify and organize their page’s elements. Students will choose and utilize shades and tints, as well as learn how to create their own. In taking a more in depth look into InDesign students will set the view quality of artwork and use the links panel for hyperlinked objects, pictures, and objects. New types of formatting will be introduced as well as how to insert QR codes. Emphasis will be placed on formatting objects with strokes and filling frames and paths, coloring images, adjusting transparency, and adding drop-shadows for a professional end result. Emphasis will be placed on color schemes and creating color swatches, gradient swatches, and learning when and where to apply gradients. Students will continue to become familiar with the different options contained in the Tool Box.

**Unit Standards:**

<table>
<thead>
<tr>
<th>Anchor Standards Manufacturing and Product Development Knowledge and Performance Anchor Standards:</th>
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<tbody>
<tr>
<td>2.0 Communication Anchor Standards: (Used throughout all units of study) 2.0 Acquire and accurately use Manufacturing and Product Design sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.</td>
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<tr>
<td>• 2.1 Recognize the elements of communication using a sender-receiver model.</td>
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<tr>
<td>• 2.2 Identify barriers to accurate and appropriate communication.</td>
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<tr>
<td>4.0 Technology Anchor Standards: (Used throughout all units of study.) Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Manufacturing and Product Design sector workplace environment. (Direct alignment with WS 11-12.6)</td>
</tr>
<tr>
<td>• 4.1 Use electronic reference materials to gather information and produce products and services.</td>
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<tr>
<td>5.0 Problem Solving and Critical Thinking: (Used throughout all units of study.) Conduct short, as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Manufacturing and Product Design sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-2.7.)</td>
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<tr>
<td>• 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex system.</td>
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<tr>
<th>Learning Objectives:</th>
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<tbody>
<tr>
<td>Students will be able to…</td>
</tr>
<tr>
<td>• Understand the role of alignment in design.</td>
</tr>
<tr>
<td>• Differentiate between the role of proximity and the role of alignment.</td>
</tr>
<tr>
<td>• Understand, define, and describe how proximity and alignment work together to present a strong visual message.</td>
</tr>
<tr>
<td>• Explore the different options for proximity, alignment, and font types in creating a page layout for a simple newsletter.</td>
</tr>
<tr>
<td>• Identify the role of color in a newsletter.</td>
</tr>
<tr>
<td>• Discover the creation of color schemes to help deliver the desired visual message to your audience.</td>
</tr>
<tr>
<td>• Design a picture menu for a restaurant. Explain the color scheme you chose.</td>
</tr>
<tr>
<td>• Develop your own shades and tints and apply them to both the project with the newsletter, and the menu.</td>
</tr>
<tr>
<td>• Construct a “mini-zine” (small magazine) with page numbers, pictures, text, center-fold (stitched)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Access and read chapter three discussing alignment. Develop the skills necessary to have every item be in visual connection with something else on the page, even if it is across the page.</td>
</tr>
<tr>
<td>• Create a newsletter layout with text and graphics that focuses on aligning elements any way except for centered alignment. Utilize different fonts to add interest. Use pictures and clip art to make visual statements that people will remember. Identify the color scheme you will be using and explain your choice. This assignment will be presented before the class.</td>
</tr>
<tr>
<td>• Read pages 101-105 and explain what makes cool colors cool, and warm colors warm. Create a menu using all cool colors.</td>
</tr>
<tr>
<td>• Create a business card using either only warm colors or cool colors, making sure to incorporate both proximity and alignment to your work. Import the business card onto a page and set it up to print 10-up.</td>
</tr>
<tr>
<td>• Create a “mini-zine” (small magazine) with page numbers, pictures, text, center-fold (stitched) appropriate formatting, and a unified color scheme.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers create day-to-day formative assessments that guide instructional decision-making regarding acquisition and application of the necessary skills in page layout and design. These skills are acquired incrementally throughout the unit, hence the need for formative assessments in the form of competencies.</td>
</tr>
<tr>
<td>• Formative assessment using proximity and alignment in creating a newsletter.</td>
</tr>
</tbody>
</table>
| • Formative assessment regarding the differences between warm colors.
6.0 Health and Safety

(Used throughout all units of study) Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Manufacturing and Product Design sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.3 Use health and safety practice for storing, cleaning and maintaining tools, equipment, and supplies.

7.0 Responsibility and Flexibility

(Used throughout all units of study) Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Manufacturing and Product Design sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.5 Apply high-quality techniques to product or presentation design and development.

9.0 Leadership and Teamwork:

(Used throughout all units of study) Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b)

9.7 Participate in interactive teamwork to solve real-world problems in the Manufacturing and Product Design sector.

10.0 Technical Knowledge and Skills

(Used throughout all units of study) Apply essential technical knowledge and skills common to all pathways in the Manufacturing and Product Design sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

10.3 Construct projects and products specific to the manufacturing and product design requirements and expectations.

11.0 Demonstration and Application

(Used throughout all units of study) Demonstrate and apply the knowledge and skills contained in the Manufacturing and Product Design sector standards and indicators. (Direct alignment with RSTS 9-10, 11-12-4)

11.0 Demonstration and Application.

Formative assessment creating a business card.

Formative assessment taking the business card and setting it up to be printed as a full page.

Summative assessment in the format, bindery work, and professional output of the "Mini-Zine."
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Manufacturing and Product Design sector program of study.

**Pathway Standards: Manufacturing and Product Development:**

- A1.0 Apply the basic graphic design principles to achieve effective visual communication.
- A1.2 Identify the relationship between space, color, image, and content.
- A1.3 Create a basic layout applying images, text, and typography.
- A1.4 Create and choose font styles.
- A2.0 Demonstrate an understanding of the psychology of color and color theory as it relates to visual communication.

**CTE ELA Standards:**

- **Anchor Standard 11: Demonstration and Application**
  Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.
Meeting the Needs of ELs:

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
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Instructional Resources:

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- *Graphic Communications, the Printed Image*, by Z.Z. Prust,
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- [http://www.adobe.com](http://www.adobe.com)
- [https://canvas.instructure.com](https://canvas.instructure.com)
- Apple computers
- Adobe Creative Suite (software)
- [http://fontstruct.com](http://fontstruct.com)
- [http://www.lynda.com](http://www.lynda.com) - for graphic design information
- [https://canvas.instructure.com](https://canvas.instructure.com) - for curriculum, assignments, and helps
- [https://wordpress.com](https://wordpress.com) - student portfolios (digital)
- [https://translate.google.com/?hl=en&tab=wT](https://translate.google.com/?hl=en&tab=wT) - a communications resource for non-English speakers
- [http://www.printing.org](http://www.printing.org) GAIN – Graphic Arts Information Network
- [http://www.gaerf.org](http://www.gaerf.org) Organization with resources regarding accreditation. It also has student design competitions.
- [www.sgppartnership.org](http://www.sgppartnership.org) Sustainable Green Printing Partnership
## Page Layout and Design 1 - Scope and Sequence

### Unit 4 – Repeating Elements to Create Consistency

**Unit Description:** In this unit students will be acquiring new information in Chapter four in the main textbook, *The Non-Designer’s Design & Typography* by Robin Williams. Students will be able to describe the purpose of having a repetitive element in their design work. They will learn to use repetition from an inconspicuous element turning it into a visual key that ties publications and marketing pieces together. Students will be able to unify all parts of a design. In addition, students will prepare a two-color screen print using original line art with or without text, and learn and utilize color separation techniques and crop marks for accurate printing of the substrate. Students will use all screen-printing machinery and employ proper methods for cleaning up the shop. In going into greater depth with InDesign, students will learn about layers, stacking, and nesting. Students will also learn the more advanced tools to use with aligning and distrustsing text, as well as understanding text wrap and how to use anchored objects.

<table>
<thead>
<tr>
<th><strong>Unit Standards:</strong></th>
<th></th>
<th><strong>Unit Assignments:</strong></th>
<th></th>
<th><strong>Unit Assessments:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anchor Standards Manufacturing and Product Development Knowledge and Performance Anchor Standards:</strong></td>
<td></td>
<td><strong>Learning Objectives:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.0 Communication Anchor Standards:</strong> (Used throughout all units of study) 2.0 Acquire and accurately use Manufacturing and Product Design sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. 2.1 Recognize the elements of communication using a sender-receiver model.</td>
<td></td>
<td>Students will be able to...</td>
<td><strong>Research project:</strong> What is the job forecast for local screen printers? What is their hourly pay? What are the job duties involved with screen printing?</td>
<td><strong>Formative assessment covering the basics of creating different kinds of repetitive elements (competency check off.)</strong></td>
</tr>
<tr>
<td><strong>4.0 Technology Anchor Standards:</strong> (Used throughout all units of study.) Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Manufacturing and Product Design sector workplace environment. (Direct alignment with WS 11-12.6) 4.1 Use electronic reference materials to gather information and produce products and services.</td>
<td></td>
<td></td>
<td><strong>Create a flyer using proximity, alignment, and repetition for an instructor determined business.</strong></td>
<td><strong>Formative assessment covering the basics of screen-printing (competency check off.)</strong></td>
</tr>
<tr>
<td><strong>5.0 Problem Solving and Critical Thinking:</strong> (Used throughout all units of study.) Conduct short, as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Manufacturing and Product Design sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-2.7) 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.</td>
<td></td>
<td></td>
<td><strong>Create a two color screen print design and carry it through to completion (including printing.)</strong></td>
<td><strong>Formative assessment covering two color separations.</strong></td>
</tr>
<tr>
<td><strong>6.0 Health and Safety</strong> (Used throughout all units of study) Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Manufacturing and Product Design sector workplace environment. (Direct alignment with RSTS 9-10,</td>
<td></td>
<td></td>
<td><strong>Fantastic Facts on screen printing.</strong></td>
<td><strong>Summative assessment from a one-page document covering text wrap, drop caps, stacking objects, creating and using control layers, managing objects using the layers panel, group, lock, and nesting of objects.</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Create a one-page document showing the use of using a drop cap, control layers, using the layers panel, and how to nest objects.</strong></td>
<td><strong>Summative assessment from Fantastic Facts (screen printing.)</strong></td>
</tr>
</tbody>
</table>
6.3 Use health and safety practice for storing, cleaning and maintain tools, equipment, and supplies.

7.0 Responsibility and Flexibility (Used throughout all units of study)
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Manufacturing and Product Design sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
- 7.5 Apply high-quality techniques to product or presentation design and development.

9.0 Leadership and Teamwork: (Used throughout all units of study.)
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Skills USA career technical student organizations. (Direct alignment with SLS 11-12.1b)
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.7 Participate in interactive teamwork to solve real Manufacturing and Product Design sector issues and problems.

10.0 Technical Knowledge and Skills (Used throughout all units of study)
Apply essential technical knowledge and skills common to all pathways in the Manufacturing and Product Design sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
- 10.1 Interpret and explain terminology and practices specific to the Manufacturing and Product Design sector.
- 10.3 Construct projects and products specific to the Manufacturing and Product Design sector requirements and expectations.

11.0 Demonstration and Application (Used throughout all units of study)
Demonstrate and apply the knowledge and skills contained in the Manufacturing and Product Design anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the Skills USA career technical student organizations.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during presses for printing two colors.
- Identify how to set up the curing machine to the appropriate temperature.
- Demonstrate how to print both colors and cure the garment, as well as how to clean up.
- Practice the skill of advanced formatting to span text across multiple columns, use drop caps.
- Discover the functionality of using text wrap and how to use it with objects.
- Stack objects, create and control layers, manage objects using the layers panel, group, lock, and nest objects.
- Demonstrate how to duplicate, rotate, scale, skew, and mirror objects.
- Explore how to use panels for accuracy and saving time.
classroom instruction and laboratory practices specific to the Manufacturing and Product Design sector program of study.

**Pathway Standards: Manufacturing and Product Development:**

- A3.0 Apply graphic design software and desktop publishing as a means of creating effective communication.
- A3.2 Apply desktop publishing and electronic imaging software principles and processes used to prepare graphic design products.
- A3.3 Demonstrate how to produce single and multicolor images and know how to apply them across various types of printed products.
- A5.0 Adhere to the prepress process and procedures required to reproduce single-color and multicolor printing.
- A6.0 Apply the processes and procedures involved in producing image files for the reproductions of single-color and multicolor products.
- A9.0 Demonstrate an understanding of the screen printing process.
- A9.1 Identify the various applications of screen printing and the outcomes it produces.
- A9.2 Identify materials and operations used in the screen printing process.
- A9.3 Identify the variables that affect the image and results of the screen printing process.
- A9.4 Produce a screen printed product on various substrates using appropriate inks and procedures.

**CTE ELA Standards:**

- **Anchor Standard 11: Demonstration and Application**
  
  Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.
### Meeting the Needs of ELs:

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
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- [https://canvas.instructure.com](https://canvas.instructure.com)
- Apple computers
- Adobe Creative Suite (software)
- [http://fontstruct.com](http://fontstruct.com)
- [http://www.lynda.com](http://www.lynda.com) - for graphic design information
- [https://canvas.instructure.com](https://canvas.instructure.com) - for curriculum, assignments, and helps
- [https://wordpress.com](https://wordpress.com) - student portfolios (digital)
- [https://translate.google.com/?hl=en&tab=wT](https://translate.google.com/?hl=en&tab=wT) - a communications resource for non-English speakers
- [http://www.printing.org](http://www.printing.org) **GAIN – Graphic Arts Information Network**
- [http://www.gaerf.org](http://www.gaerf.org) Organization with resources regarding accreditation. It also has student design competitions.
- [www.sgppartnership.org](http://www.sgppartnership.org) Sustainable Green Printing Partnership
### Page Layout and Design 1 - Scope and Sequence

**Unit 5 – Contrast – Creating a Visual Hierarchy Among Different Elements**

**Unit Description:** Students will read chapters five and six in their text book, *The Non-Designer’s Design & Type Books*, by Robin Williams. This unit will guide students into being able to create a true organizational hierarchy among elements. Students will learn that for contrast to be effective, it must be strong and evident. Contrast is created when two elements are really different from one another. This chapter will teach students how to identify when contrast happens, and also when it does not, which is called confusion. Chapter six is the review chapter that guides students into being creatively bold in their design work. It reviews the principles of proximity, alignment, repetition, and contrast and finishes up with a summative assessment covering the principles of design and is intended to evaluate how much increased visual awareness each student has acquired. In taking a more in depth look at InDesign, students will create tables and acquire the skills to add, move, delete, and adjust rows and columns. Students will learn about all facets of formatting including how to add hyperlinks to a document, create an interactive .pdf, export a reflowable EPUB, export a fixed-layout EPUB, and how to package their product for output.

<table>
<thead>
<tr>
<th>Unit Standards:</th>
<th>Anchor Standards Manufacturing and Product Development Knowledge and Performance Anchor Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 Communication Anchor Standards:</td>
<td>(Used throughout all units of study) 2.0 Acquire and accurately use Manufacturing and Product Design sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.</td>
</tr>
<tr>
<td>4.0 Technology Anchor Standards:</td>
<td>(Used throughout all units of study.) Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Manufacturing and Product Design sector workplace environment. (Direct alignment with WS 11-12.6)</td>
</tr>
<tr>
<td>5.0 Problem Solving and Critical Thinking:</td>
<td>(Used throughout all units of study.) Conduct short, as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Manufacturing and Product Design sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-2.7)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
<th>Students will be able to…</th>
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<tbody>
<tr>
<td></td>
<td>Develop an understanding of the basic purposes of contrast: to create an interest on the page, and to aid in the organization of information.</td>
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<tr>
<td></td>
<td>Through visual comparisons, students will evaluate newsletters to identify which ones attract their eyes and why.</td>
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<tr>
<td></td>
<td>Compare resumes from the textbook to understand how alignment and contrast adds interest and professionalism to the document.</td>
</tr>
<tr>
<td></td>
<td>Compare typefaces and lines on a table to identify what makes a table strong.</td>
</tr>
<tr>
<td></td>
<td>Create a newsletter to see how different fonts, lines and contrast can make a newsletter interesting and how bullets and headlines can be used as a repetitive function.</td>
</tr>
<tr>
<td></td>
<td>Identify the spatial arrangements that make a visual statement.</td>
</tr>
<tr>
<td></td>
<td>Compile and use multiple fonts to make a statement on a flyer.</td>
</tr>
<tr>
<td></td>
<td>Create a rack card for a book that tells a story.</td>
</tr>
<tr>
<td></td>
<td>Review and remember all knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Assignments:</th>
<th>Students will read and discuss chapter 5 in their primary textbook.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will apply what they have learned about contrast in creating a rack card and creating a visual statement using Adobe InDesign.</td>
</tr>
<tr>
<td></td>
<td>Students will create a Newsletter using Adobe InDesign with columns, a Masthead that makes the viewer look, bullets, pictures, and links to the Internet. The text can be space-holder text, but the Internet link has to be to a real site that works. Newsletter will be saved as .pdf for uploading and as ID holder text, but the Internet link must be saved as RGB.</td>
</tr>
<tr>
<td></td>
<td>Students will create a flyer in InDesign using all four elements of good design. Students will be able to identify what each element it and be able to explain its purpose and function.</td>
</tr>
<tr>
<td></td>
<td>Students will read the review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Assessments:</th>
<th>Formative assessments will occur as students are completing their key unit assignments.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formative assessment using InDesign, create a newsletter.</td>
</tr>
<tr>
<td></td>
<td>Formative assessment using InDesign, create a rack card.</td>
</tr>
<tr>
<td></td>
<td>Formative assessment using InDesign, create a flyer.</td>
</tr>
<tr>
<td></td>
<td>Formative assessment using InDesign, creating a table on a document with hyperlinks and exported both as an EPUB and an interactive .pdf.</td>
</tr>
<tr>
<td></td>
<td>Summative assessment Quiz #1 covering design principles, page 86 in the textbook.</td>
</tr>
<tr>
<td></td>
<td>Summative assessment Quiz #2 demonstrating knowledge of design principles by redesigning the ad on pages 87-89 in the textbook.</td>
</tr>
</tbody>
</table>
6.0 Health and Safety (Used throughout all units of study)
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Manufacturing and Product Design sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.3 Use health and safety practice for storing, cleaning and maintain tools, equipment, and supplies.

7.0 Responsibility and Flexibility (Used throughout all units of study)
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Manufacturing and Product Design sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.5 Apply high-quality techniques to product or presentation design and development.

9.0 Leadership and Teamwork (Used throughout all units of study)
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Skills USA career technical student organizations. (Direct alignment with SLS 11-12.1b)

- 9.7 Participate in interactive teamwork to solve real Manufacturing and Product Design sector issues and problems.

10.0 Technical Knowledge and Skills (Used throughout all units of study)
Apply essential technical knowledge and skills common to all pathways in the Manufacturing and Product Design sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Manufacturing and Product Design sector.
- 10.3 Construct projects and products specific to the Manufacturing and Product Design sector requirements and expectations.

11.0 Demonstration and Application (Used throughout all units of study)
Demonstrate and apply the knowledge and skills contained in the Manufacturing and Product Design anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the Skills USA career technical student organizations.

- Construct tables and acquire the skills to add, move, delete, and adjust rows and columns, format tables and cells including placing graphics in cells.
- Add hyperlinks to a document, create an interactive .pdf, export a reflowable EPUB, export a fixed-layout EPUB.
- Demonstrate how to package a product for output.

Students will create a page for a document with an appropriately formatted table. This document will also contain hyperlinks and be exported to an EPUB, and as an interactive .pdf.
<table>
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<th>Pathway Standards: Manufacturing and Product Development:</th>
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<td>• A1.0 Apply the basic graphic design principles to achieve effective visual communication.</td>
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<td>• A1.3 Create a basic layout applying images, text, and typography.</td>
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<td>• Apple computers</td>
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<td>• Adobe Creative Suite (software)</td>
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<td>• <a href="http://fontstruct.com">http://fontstruct.com</a></td>
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<td>• <a href="https://canvas.instructure.com">https://canvas.instructure.com</a> - for curriculum, assignments, and helps</td>
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<td>• <a href="https://translate.google.com/?hl=en&amp;tab=wT">https://translate.google.com/?hl=en&amp;tab=wT</a> - a communications resource for non-English speakers</td>
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<td>• <a href="http://www.gain.org">http://www.gain.org</a> GAIN – Graphic Arts Information Network</td>
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<tr>
<td>• <a href="http://www.gaerf.org">http://www.gaerf.org</a> Organization with resources regarding accreditation. It also has student design competitions.</td>
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<td>• <a href="http://www.sgppartnership.org">www.sgppartnership.org</a> Sustainable Green Printing Partnership</td>
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Unit Description: This unit is the creation of a capstone project utilizing all of the skills throughout the year. Students will incorporate all of the acquired skills for the year by creating an identity package. Students will decide on a color scheme that matches the subject matter and complete their project as directed by their instructor. In level two, Page Layout & Design, students have been given an in-depth look at Adobe InDesign, as well as having been taught about different color schemes and the color wheel. They have also learned about tints and shades, as well as how to create their own. They have synthesized information as to the purpose of proximity, alignment, repetition, and contrast and how to apply them to create beautiful marketing artwork. Students have acquired the skills to create interactive PDF’s, and how to print a two colored screen print from start to finish. Students will plan and present the steps taken to construct their capstone project to the class and/or group of peers in an oral presentation.

Unit Standards:

**Anchor Standards Manufacturing and Product Development**

**Knowledge and Performance Anchor Standards:**

**2.0 Communication Anchor Standards:** (Used throughout all units of study) 2.0 Acquire and accurately use Manufacturing and Product Design sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

- **2.1** Recognize the elements of communication using a sender-receiver model.
- **2.2** Identify barriers to accurate and appropriate communication.
- **2.4** Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- **2.5** Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

**3.0 Career Planning and Management:** (Used throughout all units of study.) Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- **3.2** Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- **3.4** Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

**4.0 Technology Anchor Standards:** (Used throughout all units of study.) Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Manufacturing and Product Design sector workplace environment. (Direct alignment with WS 11-12.6)

- **4.1** Use electronic reference materials to gather information and produce products and services.

Learning Objectives:

**Students will be able to present the following project deliverables:**

- A color scheme for the business that will be their assigned business for this project.
- The following package will include: business cards, letterhead and envelopes, marketing flyer, newsletter, and an oral presentation of the entire process.
- Students will also create a two-color screen print that also coordinates with the business, brochure, a postcard, and a newspaper ad.
- Students will provide both a written and an oral presentation of the entire project.
- Students will present their capstone project into a portfolio that includes a cover letter and resume.

Unit Assignments:

- **This project is the culmination of all of the second level page layout and design work.** The completion of the marketing package and initiation of student portfolios are both procedural and metacognitive in nature. Students will create and build identity-marketing package for a business as directed by his/her instructor. This package will be designed to demonstrate the skills they have acquired from the application, Adobe InDesign, as well as screen printing a two color print and bindery skills associated with the marketing package to provide a professional end result that makes a strong visual statement and impact. Upon completion of this capstone project, students will prove they have synthesized all vital information and processes by constructing and creating the following: A company logo, business cards, a masthead, letterhead and envelopes, a business flyer, newsletter.

Unit Assessments:

- Summative assessment in the creation of a marketing identity package.
- Summative assessment in the appropriate choice and completion of bindery work.
- Summative assessment in the use of color schemes, font choices, continuity of design, and the oral presentation before the class or group of peers.
- Summative assessment in the creation of a resume and cover letter.
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<th>4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.</th>
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<td><strong>5.0 Problem Solving and Critical Thinking</strong>: (Used throughout all units of study) Conduct short, as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Manufacturing and Product Design sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-2.7)</td>
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<td>• 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.</td>
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<td><strong>6.0 Health and Safety</strong> (Used throughout all units of study) Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Manufacturing and Product Design sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)</td>
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<td>• 6.3 Use health and safety practice for storing, cleaning and maintain tools, equipment, and supplies.</td>
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<td><strong>7.0 Responsibility and Flexibility</strong> (Used throughout all units of study) Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Manufacturing and Product Design sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)</td>
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<td>• 7.3 Understand the need to adapt to changing and varied roles and responsibilities.</td>
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<td>• 7.5 Apply high-quality techniques to product or presentation design and development.</td>
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<td><strong>8.0 Ethics and Legal Responsibilities</strong>: Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)</td>
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<td>• 8.5 Analyze organizational culture and practices within the workplace environment.</td>
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<td>• 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.</td>
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brochure, postcard, and a newspaper ad. In addition, students will utilize the logo and turn it into a two color screen pressed item demonstrating the ability to use crop marks, measure on a platen, and all other associate steps to a successful screen print including cleaning up. This project will be compiled into a portfolio including a cover letter and resume and an oral presentation will be give before the class or a group of peers.
9.0 Leadership and Teamwork: (Used throughout all units of study.)
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b)

- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.7 Participate in interactive teamwork to solve real Manufacturing and Product Design sector issues and problems.

10.0 Technical Knowledge and Skills (Used throughout all units of study)
Apply essential technical knowledge and skills common to all pathways in the Manufacturing and Product Design sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Manufacturing and Product Design sector.
- 10.3 Construct projects and products specific to the Manufacturing and Product Design sector requirements and expectations.

11.0 Demonstration and Application (Used throughout all units of study)
Demonstrate and apply the knowledge and skills contained in the Manufacturing and Product Design anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the Skills USA career technical student organizations.

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Manufacturing and Product Design sector program of study.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Manufacturing and Product Design sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.
### Pathway Standards: Manufacturing and Product Development:
- A1.0 Apply the basic graphic design principles to achieve effective visual communication.
- A1.3 Create a basic layout applying images, text, and typography.
- A3.0 Apply graphic design software and desktop publishing as a means of creating effective communication.
- A3.2 Apply desktop publishing and electronic imaging software principles and processes used to prepare graphic design products.
- A3.3 Demonstrate how to produce single and multicolor images and know how to apply them across various types of printed products.
- A9.4 Produce a screen printed product on various substrates using appropriate inks and procedures.

### CTE ELA Standards:
- **Anchor Standard 11: Demonstration and Application**
  Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.
- **Language Standard 11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **Writing Standard 11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Meeting the Needs of ELs:

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
- In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks:

Instructional Resources:

- The Non-Designer’s Design & Type Books, by Robin Williams
- Graphic Communications, the Printed Image, by Z.Z. Prust,
- Graphic Design Basics, by Amy E. Arnston
- http://www.adobe.com
- https://canvas.instructure.com
- Apple computers
- Adobe Creative Suite (software)
- http://fontstruct.com
- http://www.lynda.com
- http://www.adobe.com - for graphic design information
- https://canvas.instructure.com - for curriculum, assignments, and helps
- https://wordpress.com - student portfolios (digital)
- https://translate.google.com/?hl=en&tab=wT - a communications resource for non-English speakers
- http://www.printing.org GAIN – Graphic Arts Information Network
- http://www.gaerf.org Organization with resources regarding accreditation. It also has student design competitions.
- www.sgppartnership.org Sustainable Green Printing Partnership