



Dover Area School District Curriculum Cover Sheet

Grade: 7-8th Grade
Subject/Course Title: Graphic Communications
Credit:

Course Description: This 45-day project-based course will allow students the ability to take charge of their learning to expand their knowledge in the graphic design/communications field. Critical thinking and problem-solving is our top priority and will be emphasized throughout each station. The classroom is set up with various stations that the students are free to explore as they wish to enhance their learning and creativity in the graphic design/communications field.

Instructional Resources:

- Everyone Can Create:
 - Photo
 - Video
 - Draw
- Apple Online books
- Apps:
 - Canva
 - Adobe Sketchbook
 - iMovie
 - Stop Motion
 - Flipaclip
 - Touchcast Studio
 - Roomle
 - TinkerCAD
 - Google Slides
 - Adobe Creative Cloud Suite
- As well as various:
 - Styluses
 - iPads
 - iMacs
 - Consumable Lab materials
 - TV Studio Equipment
 - Recording Equipment
 - Stop Motion Materials
 - Printing Equipment
 - Screen Printing Equipment
 - Pin Making Materials
 - Online Resources



Dover Area School District Curriculum K-U-D
Graphic Communications Grades 6, 7, 8

Task Grid	Know	Understand	Do
100 Orientation			
104-Apply copyright laws in communication.	Define copyright laws. Subject to sections 107 through 122, the owner of copyright under this title has the exclusive rights to do and to authorize any of the following: (1) to reproduce the copyrighted work in copies or phonorecords; (2) to prepare derivative works based upon the copyrighted work; (3) to distribute copies or phonorecords of the copyrighted work to the public by sale or other transfer of ownership, or by rental, lease, or lending; (4) in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works, to perform the copyrighted work publicly; (5) in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work, to display the copyrighted work publicly; and (6) in the case of sound recordings, to perform the copyrighted work publicly by means of a digital audio transmission.	Copyright laws are in place to protect designers from having their work stolen by others.	Students will complete original designs following appropriate copyright limitations.
200 Safety			
202-Follow safety requirements for use of hardware, software, and equipment.	There are rules and procedures behind safe practices when using computer hardware and software.	Designers must follow safe practices when using computer hardware and software in order to protect equipment.	Students will follow all of the rules and procedures while using the computer hardware, software, and equipment in the classroom/lab.
203-Use and maintain hand tools following established safety protocols.	There are rules and procedures behind safe practices when using and maintaining hand tools.	Designers must follow safe practices when using and maintaining hand tools in order to protect themselves.	Students will follow all of the rules and procedures by safely use the hand tools in the classroom/lab.
300 Drawing and Illustration			
302-Draw basic geometric and organic forms showing texture and tone.	Define different basic geometric and organic forms showing texture and tone.	Designers use basic geometric and organic forms when creating designs.	Students will use basic geometric and organic forms showing texture and tone through their designs.



**Dover Area School District Curriculum K-U-D
Graphic Communications Grades 6, 7, 8**

Task Grid	Know	Understand	Do
303-Draw line art.	Define different applications/technologies where line art can be created to solve design challenges.	Designers use line art when creating designs.	Create vector images with line art to be reproduced on multiple substrates.
306-Produce illustrations using various media.	Define different applications/technologies where illustrations can be created.	Designers use various applications and technologies when creating illustrations.	Create different illustrations across multiple applications/technologies to solve design solutions.
307-Illustrate using value.	Define value.	Designers use value when creating designs.	Students will use value through their designs.
400 Color Theory and Application			
402-Apply appropriate color schemes to generate design solutions.	Define colors from the color wheel and apply them as color schemes to generate design solutions. Color Wheel Primary Colors Secondary Colors Tertiary Colors Monochromatic Analogous Complementary Split complementary Triadic Square Rectangle	Designers use the color wheel when choosing color schemes for their designs.	Students will be able to use the basic color wheel and identify color schemes for their designs.
500 Digital Imaging			
503-Utilize basic functions of a page layout software.	Explain the basic layout functions in the available applications/technologies. Adobe Creative Cloud Suite Canva	Designers use the correct page layout throughout all of their designs.	Students will proficiently layout a page in various software.
505-Utilize basic functions of a vector-based drawing program.	Explain the basic functions of a vector-based drawing program. Adobe Creative Cloud Suite Adobe Sketchbook	Designers use vector-based drawing programs to create their designs.	Students will proficiently use a vector-based drawing program.
511-Organize and manage digital files.	Explain how to organize and manage digital files.	Designers keep their files organized and managed.	Students will prepare files to for printing and save files in appropriate formats.



Dover Area School District Curriculum K-U-D
Graphic Communications Grades 6, 7, 8

Task Grid	Know	Understand	Do
512-Utilize basic functions of web or mobile design software.	Explain the basic functions of web and mobile design software. Adobe Creative Cloud Suite Adobe Sketchbook Stop Motion Flipaclip Canva iMovie Touchcast TinkerCAD.	Designers can use various web and mobile design software.	Students will proficiently use multiple web and mobile design softwares.
600 Design Layout and Production			
602-Apply elements and principles of design.	Define the principles and elements of design. Principles of Design Balance Contrast Unity Rhythm Proportion Elements of Design Lines Shapes Mass Color Texture	Designers use the principles and elements of design when completing designs.	Follow the principles and elements of design when solving design problems.
603-Interpret a creative or design brief.	Define the steps to the engineering design process through completing a design brief. 1. Choose a station: Design Problem 2. Collect Information: Complete Research 3. Brainstorm: Plan and Sketch Ideas 4. Create Your Design 5. Present Your Design: Get Peer Feedback. 6. Reflect on Your Design: Make Improvements	Designers go through the design process when completing designs.	Students will complete a design brief to help solve various design challenges.



**Dover Area School District Curriculum K-U-D
Graphic Communications Grades 6, 7, 8**

Task Grid	Know	Understand	Do
604-Produce thumbnails, roughs, and comprehensive.	<p>Define a thumbnail, rough, and comprehensive sketch.</p> <p>A thumbnail is a small quick idea sketch. A rough is the narrowing of the thumbnails to which designs have the most potential. A comprehensive is a single or few refined sketches that are sent to a client as a final draft.</p>	Designers create thumbnails, roughs, and comprehensives when planning designs.	Brainstorm using the process of thumbnails, roughs, and comprehensive sketches.
605-Design a logo.	<p>Define the purpose of a logo and explain how a logo is used.</p> <p>A logo is a graphical element (symbol, emblem, icon, sign) that, together with its logotype (a uniquely set and arranged typeface) form a trademark or commercial brand for a company.</p>	Designers create logos for brands and companies.	Create a logo to solve a design solution.
609-Prepare files for output.	Correctly prepare files for output on various applications/technologies.	Designers know how to output files depending on their purpose.	Correctly prepare and send files for output after designs are completed.
700 Typography			
704-Choose and apply an appropriate typeface.	<p>Define typefaces.</p> <p>Typefaces are distinctive visual symbols that are used to compose a printed page on paper or another substrate.</p>	Designers know how to control type font, size and style in the various programs.	Correctly use typefaces when completing design solutions.
900 Professional Practices			
903-Estimate time and materials for a project.	Correctly estimate time and materials for projects.	When planning projects designers have to correctly estimate time and materials.	Set daily goals and list needed materials through daily progress monitoring.
906-Participate in critiques of commercial art projects.	Designers participate in critiquing commercial art projects.	Designers critique commercial art projects in order to choose the best design.	Give professional creative feedback to their peers through design reflection.

**Dover Area School District Curriculum Pacing Guide
7-8th Grade Graphic Communications**

DAY	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1												
2	Introduction											
3												
4												
5												
6		Video Production										
7												
8												
9												
10			Studio Broadcast									
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12												
13												
14												
15				Stop Motion								
16												
17												
18					Canva							
19												
20												
21						Digital Drawing						
22												
23												
24												
25							Adobe Suite					
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29								Roomle				
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Year long concepts

Station Habits, Progress Monitoring Slides, & Design Briefs

7th - 8th Grade Graphic Communications DASD Unit Map

Unit 1



Subject: Introduction

Grade Level: 7th - 8th Grade

Duration: 3 days

Key Learning: Students will understand the basic concepts behind the graphic communications classroom.

Unit Essential Question: How do I use a self-selected station to create my own project in Graphic Communications?

Identified Standards Addressed in the Unit:

603-Interpret a creative or design brief.

903-Estimate time and materials for a project.

906-Participate in critiques of commercial art projects.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- Define the steps to the engineering design process through completing a design brief.
- Explain how to correctly estimate time and materials for projects.
- Designers participate in critiquing commercial art projects.

Do (Competencies):

- Students will complete a design brief to help solve various design challenges.
- Set daily goals and list needed materials through daily progress monitoring.
- Give professional creative feedback to their peers through design reflection.

Unit Key Vocabulary

Applications
Station Habits
Stylus

Sample Unit Activating Strategy

Do Now
GC Stations Google Slides
Station Discussions
Attention Signal

	<u>Introduction</u>	<u>Introduction</u>
Duration	1 Day	2 Days
Lesson Essential Question	Why does following all of the rules and procedures help you to be successful in graphic communications?	Why does following all of the rules and procedures help you to be successful in graphic communications?
Key Lesson Vocabulary	Applications Station Habits Stylus	
Assessment	Students can answer the LEQ.	Station Habits Station Practice

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Video
 - Draw
 - Photo
- Apple Online books
- Apps:
 - Notability
- As well as various:
 - iPads/iMacs
 - Styluses
 - Online Resources

Scaffolds and Enrichment

Struggling Learners

- Notes and Slides on Schoology
- Individual assistance during FLEX
- Supplemental videos on Schoology.
- Chunk information for students with disabilities.
- Preferential seating for students.
- Teacher check-in as needed.

Multilingual Learners

- Translation available on iPad.
- Notes and Slides on Schoology
- Individual assistance during FLEX
- Supplemental videos on Schoology.
- Provide visuals as needed.
- Chunk information for students.
- Preferential seating for students.
- Teacher check-in as needed.

Advanced Learners

- Supplemental videos on Schoology
- Optional enrichments activities
- Provide extension activities.
- Allow choice of project.

Unit 2

Subject: Video Production

Grade Level: 7th - 8th Grade

Duration: 5 days

Key Learning: Students will understand the basic concepts behind creating a video.

Unit Essential Question: What techniques can be used to create an effective video?

Identified Standards Addressed in the Unit:

- 104-Apply copyright laws in communication.
- 202-Follow safety requirements for use of hardware, software, and equipment.
- 511-Organize and manage digital files.
- 603-Interpret a creative or design brief.
- 609-Prepare files for output.
- 903-Estimate time and materials for a project.
- 906-Participate in critiques of commercial art projects.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- Define copyright laws.
- There are rules and procedures behind safe practices when using computer hardware, software and equipment.
- Explain how to organize and manage digital files.
- Define the steps to the engineering design process through completing a design brief.
- Explain how to correctly prepare files for output on various applications/technologies.
- Explain how to correctly estimate time and materials for projects.
- Designers participate in critiquing commercial art projects.

Do (Competencies):

- Students will complete original designs following appropriate copyright limitations.
- Students will follow all of the rules and procedures while using the computer hardware, software, and equipment in the classroom/lab.
- Students will prepare files for printing and save files in appropriate formats.
- Students will complete a design brief to help solve various design challenges.
- Correctly prepare and send files for output after designs are completed.

- Set daily goals and list needed materials through daily progress monitoring.
- Give professional creative feedback to their peers through design reflection.

**Unit
Key
Vocabulary**

Zoom In	POV Shot
Zoom Out	The Sequence Shot
Pan Right	Transitions
Pan Left	Storyboard
Locked Down Shot	Script
Close-Up	Scene Heading
Extreme Close-Up	Subheader
Medium Shot	Action
Long Shot	Character
Tracking Shot	Dialogue
Arc Shot	Parenthetical
Aerial Shot	Extension
Establishing Shot	Transition
Bridging Shot	Shot
Deep Focus	Strategy
Dutch Tilt	Creativity
Handheld Shot	Execution
Low Angle Shot	Target Audience
High Angle Shot	
Over-the-shoulder Shot	

**Sample Unit
Activating
Strategy**

Do Now
GC Stations Google Slides
Station Discussions
Attention Signal

	<u>Video</u>		<u>Video</u>
Duration	1 Day		4 Days
Lesson Essential Question	How can good audio/video techniques communicate an idea and point of view to an audience?		How can good audio/video techniques communicate an idea and point of view to an audience?
Key Lesson Vocabulary	Stylus Zoom In Zoom Out Pan Right Pan Left Locked Down Shot Close-Up Extreme Close-Up Medium Shot Long Shot Tracking Shot Arc Shot Aerial Shot Establishing Shot Bridging Shot Deep Focus Dutch Tilt Handheld Shot Low Angle Shot High Angle Shot	Over-the-shoulder Shot POV Shot The Sequence Shot iMovie Transitions Storyboard Scene Heading Subheader Action Character Dialogue Parenthetical Extension Transition Shot Strategy Creativity Execution Target Audience	
Assessment	Station Practice		Station Rubric Progress Monitoring Slides Station Habits

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Video
- Apple Online books
- Apps:
 - Notability
 - Adobe Sketchbook
 - iMovie
 - Adobe Creative Cloud Suite
- As well as various:
 - iPads/iMacs
 - Styluses
 - Recording Equipment
 - Online Resources

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<ul style="list-style-type: none"> ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Chunk information for students with disabilities. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Translation available on iPad. ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Provide visuals as needed. ● Chunk information for students. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Supplemental videos on Schoology ● Optional enrichments activities ● Provide extension activities. ● Allow choice of project.

Unit 3

Subject: Studio Broadcast

Grade Level: 7th - 8th Grade

Duration: 3 days

Key Learning: Students will understand the basic concepts behind creating a professional studio broadcast.

Unit Essential Question: What techniques can be used to create an effective studio broadcast?

Identified Standards Addressed in the Unit:

- 202-Follow safety requirements for use of hardware, software, and equipment.
- 511-Organize and manage digital files.
- 512-Utilize basic functions of web or mobile design software.
- 603-Interpret a creative or design brief.
- 609-Prepare files for output.
- 903-Estimate time and materials for a project.
- 906-Participate in critiques of commercial art projects.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- There are rules and procedures behind safe practices when using computer hardware, software and equipment.
- Explain how to organize and manage digital files.
- Explain the basic functions of web and mobile design software.
- Define the steps to the engineering design process through completing a design brief.
- Explain how to correctly prepare files for output on various applications/technologies.
- Explain how to correctly estimate time and materials for projects.
- Designers participate in critiquing commercial art projects.

Do (Competencies):

- Students will follow all of the rules and procedures while using the computer hardware, software, and equipment in the classroom/lab.
- Students will prepare files for printing and save files in appropriate formats.
- Students will proficiently use multiple web and mobile design softwares.
- Students will complete a design brief to help solve various design challenges.
- Correctly prepare and send files for output after designs are completed.
- Set daily goals and list needed materials through daily progress monitoring.
- Give professional creative feedback to their peers through design reflection.

Unit	vMix	Producer
Key	Sound Board	Computer Technician
vocab	Pre-Production	Graphics
ulary	Production	Script Writer
	Post-production	A-Roll
	Anchor	B-Roll
	Audio Mixer	
	Teleprompting	
	Camera Operator	

Sample Unit	Do Now
Activating	GC Stations Google Slides
Strategy	Station Discussions
	Attention Signal

	<u>Studio Broadcast</u>	<u>Studio Broadcast</u>
Duration	1 Day	2 Days
Lesson Essential Question	Why is communication important for a successful News broadcast?	Why is communication important for a successful News broadcast?
Key Lesson Vocabulary	vMix Sound Board Pre-Production Production Post-production Anchor Audio Mixer Teleprompting Camera Operator Producer	Computer Technician Graphics Script Writer A-Roll B-Roll
Assessment	Station Practice	Station Rubric Progress Monitoring Slides Station Habits

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):	
Not Applicable	
Common Summative Assessment:	
Not Applicable	
Unit Success Criteria:	
Students show their knowledge through successfully completing the design process through progress monitoring.	

Resources

- Everyone Can Create:
 - Video
- Apple Online books
- Apps:
 - Notability
 - Adobe Sketchbook
 - Touchcast
 - vMix
 - Teleprompter
 - Adobe Creative Cloud Suite
- As well as various:
 - iPads/iMacs
 - Styluses
 - Recording Equipment
 - Online Resources

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<ul style="list-style-type: none"> ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Chunk information for students with disabilities. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Translation available on iPad. ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Provide visuals as needed. ● Chunk information for students. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Supplemental videos on Schoology ● Optional enrichments activities ● Provide extension activities. ● Allow choice of project.

Unit 4

Subject: Stop Motion

Grade Level: 7th - 8th Grade

Duration: 5 days

Key Learning: Students will understand the basic concepts behind creating a stop motion animation.

Unit Essential Question: What techniques can be used to create an effective stop motion?

Identified Standards Addressed in the Unit:

- 202-Follow safety requirements for use of hardware, software, and equipment.
- 203-Use and maintain hand tools following established safety protocols.
- 303-Draw line art.
- 306-Produce illustrations using various media.
- 307-Illustrate using value.
- 511-Organize and manage digital files.
- 512-Utilize basic functions of web or mobile design software.
- 603-Interpret a creative or design brief.
- 609-Prepare files for output.
- 903-Estimate time and materials for a project.
- 906-Participate in critiques of commercial art projects.

Know (Concepts):

- There are rules and procedures behind safe practices when using computer hardware, software and equipment.
- There are rules and procedures behind safe practices when using and maintaining hand tools.
- Define different applications/technologies where line art can be created to solve design challenges.
- Define different applications/technologies where illustrations can be created.
- Define value.
- Explain how to organize and manage digital files.
- Explain the basic functions of web and mobile design software.
- Define the steps to the engineering design process through completing a design brief.

Do (Competencies):

- Students will follow all of the rules and procedures while using the computer hardware, software, and equipment in the classroom/lab.
- Students will follow all of the rules and procedures by safely using the hand tools in the classroom/lab.
- Create vector images with line art to be reproduced on multiple substrates.
- Create different illustrations across multiple applications/technologies to solve design solutions.
- Students will use value through their designs.
- Students will prepare files for printing and save files in appropriate formats.
- Students will proficiently use multiple web and mobile design softwares.

- Explain how to correctly prepare files for output on various applications/technologies.
- Explain how to correctly estimate time and materials for projects.
- Designers participate in critiquing commercial art projects.

- Students will complete a design brief to help solve various design challenges.
- Correctly prepare and send files for output after designs are completed.
- Set daily goals and list needed materials through daily progress monitoring.
- Give professional creative feedback to their peers through design reflection.

Unit Key vocabulary

Storyboard
Claymation
Cut-Out
Found Objects
Pixelation

Sample Unit Activating Strategy

Do Now
GC Stations Google Slides
Station Discussions
Attention Signal

	<u>Stop Motion</u>	<u>Stop Motion</u>
Duration	1 Day	4 Days
Lesson Essential Question	How can the animation properties of objects be controlled and customized?	How can the animation properties of objects be controlled and customized?
Key Lesson Vocabulary	Storyboard Claymation Cut-Out Found Objects Pixelation	
Assessment	Station Practice	Station Rubric Progress Monitoring Slides Station Habits

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Video
- Apple Online books
- Apps:
 - Notability
 - Stop Motion
 - Flipaclip
 - iMovie
 - Adobe Creative Cloud Suite
- As well as various:
 - iPads/iMacs
 - Styluses
 - Recording Equipment
 - Stop Motion Materials
 - Online Resources

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
Notes and Slides on Schoology Individual assistance during FLEX Supplemental videos on Schoology. Chunk information for students with disabilities. Preferential seating for students. Teacher check-in as needed.	Translation available on iPad. Notes and Slides on Schoology Individual assistance during FLEX Supplemental videos on Schoology. Provide visuals as needed. Chunk information for students. Preferential seating for students. Teacher check-in as needed.	Supplemental videos on Schoology Optional enrichment activities Provide extension activities. Allow choice of project.

Unit 5

Subject: Canva

Grade Level: 7th - 8th Grade

Duration: 3 days

Key Learning: Students will understand the basic concepts behind creating designs in Canva.

Unit Essential Question: What techniques can be used to create an effective Canva project?

Identified Standards Addressed in the Unit:

- 104-Apply copyright laws in communication.
- 402-Apply appropriate color schemes to generate design solutions.
- 503-Utilize basic functions of a page layout software.
- 511-Organize and manage digital files.
- 512-Utilize basic functions of web or mobile design software.
- 602-Apply elements and principles of design.
- 603-Interpret a creative or design brief.
- 604-Produce thumbnails, roughs, and comprehensive.
- 605-Design a logo.
- 609-Prepare files for output.
- 704-Choose and apply an appropriate typeface.
- 903-Estimate time and materials for a project.
- 906-Participate in critiques of commercial art projects.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- Define copyright laws.
- Define colors from the color wheel and apply them as color schemes to generate design solutions.
- Demonstrate the basic usage of page layout software.
- Explain how to organize and manage digital files.
- Explain the basic functions of web and mobile design software.
- Define the principles and elements of design.

Do (Competencies):

- Students will complete original designs following appropriate copyright limitations.
- Students will be able to use the basic color wheel and identify color schemes for their designs.
- Students will proficiently layout a page in various software.
- Students will prepare files for printing and save files in appropriate formats.

- Define the steps to the engineering design process through completing a design brief.
- Define a thumbnail, rough, and comprehensive sketch.
- Define the purpose of a logo and explain how a logo is used.
- Explain how to correctly prepare files for output on various applications/technologies.
- Define typefaces.
- Explain how to correctly estimate time and materials for projects.
- Designers participate in critiquing commercial art projects.

- Students will proficiently use multiple web and mobile design softwares.
- Follow the principles and elements of design when solving design problems.
- Students will complete a design brief to help solve various design challenges.
- Brainstorm using the process of thumbnails, roughs, and comprehensive sketches.
- Create a logo to solve a design solution.
- Correctly prepare and send files for output after designs are completed.
- Correctly use typefaces when completing design solutions.
- Set daily goals and list needed materials through daily progress monitoring.
- Give professional creative feedback to their peers through design reflection.

Unit Key vocabulary

Lines
 Shapes
 Mass
 Color
 Texture
 Balance
 Contrast
 Unity
 Rhythm
 Proportion
 Thumbnail Sketches
 Scalability
 Typography

Sample Unit Activating Strategy

Do Now
 GC Stations Google Slides
 Station Discussions
 Attention Signal

	<u>Canva</u>	<u>Canva</u>
Duration	1 Day	2 Days
Lesson Essential Question	What design elements can be used to achieve a desired outcome?	What design elements can be used to achieve a desired outcome?
Key Lesson Vocabulary	Lines Shapes Mass Color Texture Balance Contrast Unity Rhythm Proportion Thumbnail Sketches Scalability Typography	
Assessment	Station Practice	Station Rubric Progress Monitoring Slides Station Habits

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Draw
- Apple Online books
- Apps:
 - Notability
 - Canva
- As well as various:
 - iPads/iMacs
 - Styluses
 - Printing Equipment
 - Pin Making Materials
 - Online Resources

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<ul style="list-style-type: none"> ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Chunk information for students with disabilities. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Translation available on iPad. ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Provide visuals as needed. ● Chunk information for students. ● Preferential seating for students. 	<ul style="list-style-type: none"> ● Supplemental videos on Schoology ● Optional enrichments activities ● Provide extension activities. ● Allow choice of project.

Unit 6

Subject: Digital Drawing

Grade Level: 7th - 8th Grade

Duration: 3 days

Key Learning: Students will understand the basic concepts behind drawing digitally.

Unit Essential Question: What techniques can be used to create an effective digital drawing?

Identified Standards Addressed in the Unit:

- 302-Draw basic geometric and organic forms showing texture and tone.
- 303-Draw line art.
- 306-Produce illustrations using various media.
- 307-Illustrate using value.
- 505-Utilize basic functions of a vector-based drawing program.
- 602-Apply elements and principles of design.
- 603-Interpret a creative or design brief.
- 604-Produce thumbnails, roughs, and comprehensive.
- 605-Design a logo.
- 903-Estimate time and materials for a project.
- 906-Participate in critiques of commercial art projects.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- Define different basic geometric and organic forms such as texture and tone.
- Define different applications/technologies where line art can be created to solve design challenges.
- Define different applications/technologies where illustrations can be created.
- Define value.
- Explain the basic functions of a vector-based drawing program.
- Define the principles and elements of design.

Do (Competencies):

- Students will use basic geometric and organic forms such as texture and tone through their designs.
- Create vector images with line art to be reproduced on multiple substrates.
- Create different illustrations across multiple applications/technologies to solve design solutions.
- Students will use value through their designs.
- Students will proficiently use a vector-based drawing program.

- Define the steps to the engineering design process through completing a design brief.
- Define a thumbnail, rough, and comprehensive sketch.
- Define the purpose of a logo and explain how a logo is used.
- Explain how to correctly estimate time and materials for projects.
- Designers participate in critiquing commercial art projects.

- Follow the principles and elements of design when solving design problems.
- Students will complete a design brief to help solve various design challenges.
- Brainstorm using the process of thumbnails, roughs, and comprehensive sketches.
- Create a logo to solve a design solution.
- Set daily goals and list needed materials through daily progress monitoring.
- Give professional creative feedback to their peers through design reflection.

**Unit Key
vocabulary**

Toolbar
 Brush Palette
 Layers
 Brush Puck
 Color Puck
 Draw styles
 Predictive Stroke
 Import Image
 Perspective Guides
 Text
 Time Lapse
 Undo
 Redo
 Selection
 Transform
 Fill
 Guides
 Symmetry

**Sample Unit
Activating
Strategy**

Do Now
 GC Stations Google Slides
 Station Discussions
 Attention Signal

	<u>Digital Drawing</u>	<u>Digital Drawing</u>
Duration	1 Day	2 Days
Lesson Essential Question	Why do we need to know the difference between the different tools on sketchbook?	Why do we need to know the difference between the different tools on a sketchbook?
Key Lesson Vocabulary	Toolbar Brush Palette Layers Brush Puck Color Puck Draw styles Predictive Stroke Import Image Perspective Guides Text Time Lapse Undo Redo Selection Transform Fill Guides Symmetry	
Assessment	Station Practice	Station Rubric Progress Monitoring Slides Station Habits

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Draw
- Apple Online books
- Apps:
 - Notability
 - Adobe Sketchbook
 - Adobe Creative Cloud Suite
- As well as various:
 - iPads/iMacs
 - Styluses
 - Printing Equipment
 - Pin Making Materials
 - Online Resources

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<ul style="list-style-type: none"> ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Chunk information for students with disabilities. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Translation available on iPad. ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Provide visuals as needed. ● Chunk information for students. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Supplemental videos on Schoology ● Optional enrichments activities ● Provide extension activities. ● Allow choice of project. ● ●

Unit 7

Subject: Adobe Suite

Grade Level: 7th - 8th Grade

Duration: 3 days

Key Learning: Students will understand the basic concepts behind creating designs in Adobe Creative Cloud.

Unit Essential Question: What techniques can be used to create an effective project in Adobe Creative Cloud?

Identified Standards Addressed in the Unit:

- 104-Apply copyright laws in communication.
- 202-Follow safety requirements for use of hardware, software, and equipment.
- 302-Draw basic geometric and organic forms showing texture and tone.
- 303-Draw line art.
- 306-Produce illustrations using various media.
- 307-Illustrate using value.
- 402-Apply appropriate color schemes to generate design solutions.
- 503-Utilize basic functions of a page layout software.
- 505-Utilize basic functions of a vector-based drawing program.
- 511-Organize and manage digital files.
- 512-Utilize basic functions of web or mobile design software.
- 602-Apply elements and principles of design.
- 603-Interpret a creative or design brief.
- 604-Produce thumbnails, roughs, and comprehensive.
- 605-Design a logo.
- 609-Prepare files for output.
- 704-Choose and apply an appropriate typeface.
- 903-Estimate time and materials for a project.
- 906-Participate in critiques of commercial art projects.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- Define copyright laws.
- There are rules and procedures behind safe practices when using computer hardware, software and equipment.
- Define different basic geometric and organic forms such as texture and tone.
- Define different applications/technologies where line art can be created to solve design challenges.
- Define different applications/technologies where illustrations can be created.
- Define value.
- Define colors from the color wheel and apply them as color schemes to generate design solutions.
- Explain the basic layout functions in the available applications/technologies.
- Explain the basic functions of a vector-based drawing program.
- Explain how to organize and manage digital files.
- Explain the basic functions of web and mobile design software.
- Define the principles and elements of design.
- Define the steps to the engineering design process through completing a design brief.
- Define a thumbnail, rough, and comprehensive sketch.
- Define the purpose of a logo and explain how a logo is used.
- Explain how to correctly prepare files for output on various applications/technologies.
- Define typefaces.
- Explain how to correctly estimate time and materials for projects.
- Designers participate in critiquing commercial art projects.

Do (Competencies):

- Students will complete original designs following appropriate copyright limitations.
- Students will follow all of the rules and procedures while using the computer hardware, software, and equipment in the classroom/lab.
- Students will use basic geometric and organic forms such as texture and tone through their designs.
- Create vector images with line art to be reproduced on multiple substrates.
- Create different illustrations across multiple applications/technologies to solve design solutions.
- Students will use value through their designs.
- Students will be able to use the basic color wheel and identify color schemes for their designs.
- Students will proficiently layout a page in various software.
- Students will proficiently use a vector-based drawing program.
- Students will prepare files for printing and save files in appropriate formats.
- Students will proficiently use multiple web and mobile design softwares.
- Follow the principles and elements of design when solving design problems.
- Students will complete a design brief to help solve various design challenges.
- Brainstorm using the process of thumbnails, roughs, and comprehensive sketches.
- Create a logo to solve a design solution.
- Correctly prepare and send files for output after designs are completed.
- Correctly use typefaces when completing design solutions.
- Set daily goals and list needed materials through daily progress monitoring.
- Give professional creative feedback to their peers through design reflection.

Unit Key vocabulary	Blend Modes Brush Tool Eyedropper Tool Layers Layer Masks Magic Wand Tool PSD File Filter Art Board Guides Point Anchor Point Corner Point Path Fill Stroke Opacity Sublayer	Embed Selection Tool Direct Selection Tool Closed Path Open Path Paste Board Transparency Leading Baseline Kerning Tracking Merged Document Spreads Margins Columns Gutter Offset
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Sample Unit Activating Strategy	Do Now GC Stations Google Slides Station Discussions Attention Signal
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	<u>Adobe Creative Cloud</u>	<u>Adobe Creative Cloud</u>
Duration	1 Day	4 Days
Lesson Essential Question	What digital resources are available within the Adobe Creative Cloud environment?	What digital resources are available within the Adobe Creative Cloud environment?
Key Lesson Vocabulary	Blend Modes Brush Tool Eyedropper Tool Layers Layer Masks Magic Wand Tool	Anchor Point Corner Point Path Fill Stroke Opacity

	PSD File Filter Art Board Guides Point Open Path Paste Board Transparency Leading Baseline Kerning Tracking Merged Document Spreads Margins Columns Gutter Offset	Sublayer Embed Selection Tool Direct Selection Tool Closed Path	
Assessment	Station Practice		Station Rubric Progress Monitoring Slides Station Habits

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Draw
 - Photo
 - Video
- Apple Online books
- Apps:
 - Notability
 - Adobe Creative Cloud Suite
- As well as various:
 - iPads/iMacs
 - Styluses
 - Printing Equipment
 - Recording Equipment
 - Online Resources

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<ul style="list-style-type: none"> ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Chunk information for students with disabilities. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Translation available on iPad. ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Provide visuals as needed. ● Chunk information for students. ● Preferential seating for students. Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Supplemental videos on Schoology ● Optional enrichments activities ● Provide extension activities. ● Allow choice of project.

Unit 8

Subject: Roomle

Grade Level: 7th - 8th Grade

Duration: 5 days

Key Learning: Students will understand the basic concepts behind creating interior designs in Roomle.

Unit Essential Question: What techniques can be used to create an effective roomle project?

Identified Standards Addressed in the Unit:

- 402-Apply appropriate color schemes to generate design solutions.
- 512-Utilize basic functions of web or mobile design software.
- 603-Interpret a creative or design brief.
- 604-Produce thumbnails, roughs, and comprehensive.
- 903-Estimate time and materials for a project.
- 906-Participate in critiques of commercial art projects.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- Define colors from the color wheel and apply them as color schemes to generate design solutions.
- Explain the basic functions of web and mobile design software.
- Define the steps to the engineering design process through completing a design brief.
- Define a thumbnail, rough, and comprehensive sketch.
- Explain how to correctly estimate time and materials for projects.
- Designers participate in critiquing commercial art projects.

Do (Competencies):

- Define colors from the color wheel and apply them as color schemes to generate design solutions.
- Students will proficiently use multiple web and mobile design softwares.
- Students will complete a design brief to help solve various design challenges.
- Brainstorm using the process of thumbnails, roughs, and comprehensive sketches.
- Set daily goals and list needed materials through daily progress monitoring.
- Give professional creative feedback to their peers through design reflection.

Unit Key vocabulary	Scale Architect Architectural Style Aesthetic
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Sample Unit Activating Strategy	Do Now GC Stations Google Slides Station Discussions Attention Signal
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	<u>Roomle</u>	<u>Roomle</u>
Duration	1 Day	4 Days
Lesson Essential Question	How can style and preferences be used to guide decisions that will meet the needs of the user?	How can style and preferences be used to guide decisions that will meet the needs of the user?
Key Lesson Vocabulary	Scale Architect Architectural Style Aesthetic	
Assessment	Station Practice	Station Rubric Progress Monitoring Slides Station Habits

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):
Not Applicable
Common Summative Assessment:
Not Applicable
Unit Success Criteria:
Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Draw

- Apple Online books
- Apps:
 - Notability
 - Roomle
- As well as various:
 - iPads/iMacs
 - Styluses
 - Printing Equipment
 - Online Resources

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multilingual Learners	Advanced Learners
<ul style="list-style-type: none"> ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Chunk information for students with disabilities. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Translation available on iPad. ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Provide visuals as needed. ● Chunk information for students. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Supplemental videos on Schoology ● Optional enrichments activities ● Provide extension activities. ● Allow choice of project.

Unit 9

Subject: Website

Grade Level: 7th - 8th Grade

Duration: 5 days

Key Learning: Students will understand the basic concepts behind creating website designs in Google Sites.

Unit Essential Question: What techniques can be used to create an effective website?

Identified Standards Addressed in the Unit:

- 104-Apply copyright laws in communication.
- 402-Apply appropriate color schemes to generate design solutions.
- 503-Utilize basic functions of a page layout software.
- 512-Utilize basic functions of web or mobile design software.
- 602-Apply elements and principles of design.
- 603-Interpret a creative or design brief.
- 604-Produce thumbnails, roughs, and comprehensive.
- 704-Choose and apply an appropriate typeface.
- 903-Estimate time and materials for a project.
- 906-Participate in critiques of commercial art projects.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- Define copyright laws.
- Define colors from the color wheel and apply them as color schemes to generate design solutions.
- Explain the basic layout functions in the available applications/technologies.
- Explain the basic functions of web and mobile design software.
- Define the principles and elements of design.
- Define the steps to the engineering design process through completing a design brief.
- Define a thumbnail, rough, and comprehensive sketch.

Do (Competencies):

- Students will complete original designs following appropriate copyright limitations.
- Students will be able to use the basic color wheel and identify color schemes for their designs.
- Students will proficiently layout a page in various software.
- Students will proficiently use multiple web and mobile design softwares.
- Follow the principles and elements of design when solving design problems.

- Define typefaces.
- Explain how to correctly estimate time and materials for projects.
- Designers participate in critiquing commercial art projects.

- Students will complete a design brief to help solve various design challenges.
- Brainstorm using the process of thumbnails, roughs, and comprehensive sketches.
- Correctly use typefaces when completing design solutions.
- Set daily goals and list needed materials through daily progress monitoring.
- Give professional creative feedback to their peers through design reflection.

Unit Key vocabulary	Page Links Publish Homepage Header Menu Search Bar Dropdown Menu Navigation Side Bar Footer
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Sample Unit Activating Strategy	Do Now GC Stations Google Slides Station Discussions Attention Signal
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	<u>Website</u>	<u>Website</u>
Duration	1 Day	4 Days
Lesson Essential Question	What way would you design a website to meet the needs of its intended audience?	What way would you design a website to meet the needs of its intended audience?
Key Lesson Vocabulary	Page Links Publish	

	Homepage Header Menu Search Bar Dropdown Menu Navigation Side Bar Footer	
Assessment	Station Practice	Station Rubric Progress Monitoring Slides Station Habits

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Draw
 - Photo
- Apple Online books
- Apps:
 - Notability
 - Google Sites
- As well as various:
 - iPads/iMacs
 - Styluses
 - Online Resources

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<ul style="list-style-type: none">● Notes and Slides on Schoology● Individual assistance during FLEX● Supplemental videos on Schoology.● Chunk information for students with disabilities.● Preferential seating for students.● Teacher check-in as needed.	<ul style="list-style-type: none">● Translation available on iPad.● Notes and Slides on Schoology● Individual assistance during FLEX● Supplemental videos on Schoology.● Provide visuals as needed.● Chunk information for students.● Preferential seating for students.● Teacher check-in as needed.	<ul style="list-style-type: none">● Supplemental videos on Schoology● Optional enrichments activities● Provide extension activities.● Allow choice of project.

Unit 10

Subject: 3D Printing

Grade Level: 7th - 8th Grade

Duration: 5 days

Key Learning: Students will understand the basic concepts behind creating 3D designs.

Unit Essential Question: What techniques can be used to create an effective 3D Print?

Identified Standards Addressed in the Unit:

- 203-Use and maintain hand tools following established safety protocols.
- 303-Draw line art.
- 306-Produce illustrations using various media.
- 505-Utilize basic functions of a vector-based drawing program.
- 511-Organize and manage digital files.
- 512-Utilize basic functions of web or mobile design software.
- 603-Interpret a creative or design brief.
- 604-Produce thumbnails, roughs, and comprehensive.
- 609-Prepare files for output.
- 903-Estimate time and materials for a project.
- 906-Participate in critiques of commercial art projects.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- There are rules and procedures behind safe practices when using and maintaining hand tools.
- Define different applications/technologies where line art can be created to solve design challenges.
- Define different applications/technologies where illustrations can be created.
- Explain the basic functions of a vector-based drawing program.
- Explain how to organize and manage digital files.
- Explain the basic functions of web and mobile design software.

Do (Competencies):

- Students will follow all of the rules and procedures by safely using the hand tools in the classroom/lab.
- Create vector images with line art to be reproduced on multiple substrates.
- Create different illustrations across multiple applications/technologies to solve design solutions.
- Students will proficiently use a vector-based drawing program.
- Students will prepare files for printing and save files in appropriate formats.

- Define the steps to the engineering design process through completing a design brief.
- Define a thumbnail, rough, and comprehensive sketch.
- Explain how to correctly prepare files for output on various applications/technologies.
- Explain how to correctly estimate time and materials for projects.
- Designers participate in critiquing commercial art projects.

- Students will proficiently use multiple web and mobile design softwares.
- Students will complete a design brief to help solve various design challenges.
- Brainstorm using the process of thumbnails, roughs, and comprehensive sketches.
- Correctly prepare and send files for output after designs are completed.
- Set daily goals and list needed materials through daily progress monitoring.
- Give professional creative feedback to their peers through design reflection.

**Unit Key
vocabulary**

3D Printer
 PLA
 Bridging
 Build Plate
 Extruder
 CAD
 Calibration
 Extrude
 Extruder Motor
 Filament
 Fill Density
 Layer
 Nozzle
 OBJ
 STL
 SD Card
 Slicer

**Sample Unit
Activating
Strategy**

Do Now
 GC Stations Google Slides
 Station Discussions
 Attention Signal

	3D Printing	3D Printing
Duration	1 Day	4 Days
Lesson Essential Question	How are prototypes modeled and analyzed using computer software?	How are prototypes modeled and analyzed using computer software?
Key Lesson Vocabulary	3D Printer PLA Bridging Build Plate Extruder CAD Calibration Extrude Extruder Motor Filament Fill Density Layer	Nozzle OBJ STL SD Card Slicer
Assessment	Station Practice	Station Rubric Progress Monitoring Slides Station Habits

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Draw
- Apple Online books
- Apps:

- Notability
- TinkerCAD
- As well as various:
 - iPads/iMacs
 - Styluses
 - Consumable Lab materials
 - 3D Printing Equipment
 - Online Resources

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<ul style="list-style-type: none"> ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Chunk information for students with disabilities. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Translation available on iPad. ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Provide visuals as needed. ● Chunk information for students. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Supplemental videos on Schoology ● Optional enrichments activities ● Provide extension activities. ● Allow choice of project.

Unit 11

Subject: Screen Printing

Grade Level: 7th - 8th Grade

Duration: 5 days

Key Learning: Students will understand the basic concepts behind creating screen printed designs.

Unit Essential Question: What techniques can be used to create an effective screen print?

Identified Standards Addressed in the Unit:

- 202-Follow safety requirements for use of hardware, software, and equipment.
- 203-Use and maintain hand tools following established safety protocols.
- 303-Draw line art.
- 306-Produce illustrations using various media.
- 503-Utilize basic functions of a page layout software.
- 603-Interpret a creative or design brief.
- 604-Produce thumbnails, roughs, and comprehensive.
- 609-Prepare files for output.
- 903-Estimate time and materials for a project.
- 906-Participate in critiques of commercial art projects.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- There are rules and procedures behind safe practices when using computer hardware, software and equipment.
- There are rules and procedures behind safe practices when using and maintaining hand tools.
- Define different applications/technologies where line art can be created to solve design challenges.
- Define different applications/technologies where illustrations can be created.
- Explain the basic layout functions in the available applications/technologies.

Do (Competencies):

- Students will follow all of the rules and procedures while using the computer hardware, software, and equipment in the classroom/lab.
- Students will follow all of the rules and procedures by safely using the hand tools in the classroom/lab.
- Create vector images with line art to be reproduced on multiple substrates.
- Create different illustrations across multiple applications/technologies to solve design solutions.
- Students will proficiently layout a page in various software.

- Define the steps to the engineering design process through completing a design brief.
- Define a thumbnail, rough, and comprehensive sketch.
- Explain how to correctly prepare files for output on various applications/technologies.
- Explain how to correctly estimate time and materials for projects.
- Designers participate in critiquing commercial art projects.

- Students will complete a design brief to help solve various design challenges.
- Brainstorm using the process of thumbnails, roughs, and comprehensive sketches.
- Correctly prepare and send files for output after designs are completed.
- Set daily goals and list needed materials through daily progress monitoring.
- Give professional creative feedback to their peers through design reflection.

Unit Key vocabulary	Squeegee Frame Screen Exposure Unit Emulsion X-Acto Knife Cut Stencil Vector Image
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Sample Unit Activating Strategy	Do Now GC Stations Google Slides Station Discussions Attention Signal
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	<u>Screen Printing</u>	<u>Screen Printing</u>
Duration	1 Day	4 Days
Lesson Essential Question	What processes go into creating a screen printed project?	What processes go into creating a screen printed project?
Key Lesson Vocabulary	Squeegee Frame Screen Exposure Unit	

	Emulsion X-Acto Knife Cut Stencil Vector Image	
Assessment	Station Practice	Station Rubric Progress Monitoring Slides Station Habits

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Draw
- Apple Online books
- Apps:
 - Notability
 - Canva
 - Adobe Sketchbook
 - Adobe Creative Cloud Suite
- As well as various:
 - iPads/iMacs
 - Styluses
 - Consumable Lab materials
 - Screen Printing Equipment
 - Online Resources

Scaffolds and Enrichment

Struggling Learners

- Notes and Slides on Schoology
- Individual assistance during FLEX
- Supplemental videos on Schoology.
- Chunk information for students with disabilities.
- Preferential seating for students.
- Teacher check-in as needed.

Multilingual Learners

- Translation available on iPad.
- Notes and Slides on Schoology
- Individual assistance during FLEX
- Supplemental videos on Schoology.
- Provide visuals as needed.
- Chunk information for students.
- Preferential seating for students.
- Teacher check-in as needed.

Advanced Learners

- Supplemental videos on Schoology
- Optional enrichments activities
- Provide extension activities.
- Allow choice of project.
-