

Curriculum: Desktop Publishing

Curricular Unit: Foundational Concepts

Instructional Unit: A. **Define terms related to graphic arts/DTP**

### **Standard Alignments (Section 2)**

GLE/CLE: N/A  
Knowledge: (CA) 1,3  
CCSS: 11-12.RI.4; 11-12.W.2a  
NETS: 3b  
Performance: 1.4, 1.5, 1.8

### **Unit (Section 3)**

Learning Targets:

- Utilize online and technical print resources to define terms related to graphic arts/desktop publishing and utilize them in context specific situations

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give suggestions for improvement
  - clarify expectations

Assessments/Evaluations:

- Formative:
  - Edmodo and/or written quizzes to check understanding
  - Q&A
  - Pair share

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<ul style="list-style-type: none"> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Given the 20 desktop publishing terms below, match with the correct definition.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 1
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Curriculum: Desktop Publishing

Curricular Unit: Foundational Concepts

Instructional Unit: B. **Manage Electronic Files**

### **Standard Alignments (Section 2)**

GLE/CLE: N/A  
Knowledge: (FA) 1  
CCSS: 11-12.RST.3  
NETS: 6a,b  
Performance: 1.4, 1.8, 2.7

### **Unit (Section 3)**

Learning Targets:

- Create, manage, and transfer files and folders
- Organize files on a server or cloud-based system
- Create screen captures
- Map network drives
- Demonstrate proper network user procedures such as:
  - log on
  - passwords
  - “Save to”

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety

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<ul style="list-style-type: none"> <li>• Business partners/guest speakers to relate real-world job assignments to classroom instruction</li> <li>• Formative feedback to: <ul style="list-style-type: none"> <li>• give positive feedback and suggestions for improvement</li> <li>• clarify expectations</li> </ul> </li> </ul>
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>• Formative: <ul style="list-style-type: none"> <li>• Edmodo and/or written quizzes to check understanding</li> <li>• Q&amp;A</li> <li>• Pair share</li> <li>• Teacher: <ul style="list-style-type: none"> <li>• guided practice</li> <li>• monitoring</li> <li>• feedback</li> </ul> </li> </ul> </li> <li>• Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>• Demonstrate the creation and printing of a screen capture of a file management application (WIN Explorer, Adobe Bridge, cloud storage) showing organization of files by project and file type.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>• Technical manuals/textbooks</li> <li>• Online resources</li> <li>• Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>• ELA: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Language</li> <li>• Speaking and listening</li> </ul> </li> <li>• Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 2
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Curriculum: Desktop Publishing

Curricular Unit: Foundational Concepts

Instructional Unit: C. Identify educational, career, and employment opportunities in graphic arts/DTP

### **Standard Alignments (Section 2)**

GLE/CLE: N/A  
Knowledge: (CA) 1,3  
CCSS: 11-12.RI.4; 11-12.W.2a  
NETS: 3b  
Performance: 1.4, 2.1

### **Unit (Section 3)**

Learning Targets:

- Utilize online resources to define graphic arts/desktop publishing
- Research jobs with income levels
- Determine program descriptions and requirements at post-secondary education institutions

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

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<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Name 2 graphic arts/DTP industry standard jobs.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 1
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Curriculum: Desktop Publishing

Curricular Unit: Foundational Concepts

Instructional Unit: D. Use correct grammar, punctuation, and spelling

### **Standard Alignments (Section 2)**

GLE/CLE: N/A

Knowledge: (CA) 1,5 (FA) 1

CCSS: 11-12.W.5; 11-12.L.2b; 11-12.L.6

NETS: 4b; 6b

Performance: 1.5, 2.2, 3.3

### **Unit (Section 3)**

Learning Targets:

- Show mastery through print publications, self-assessments, reflection papers, and peer assessment
- Demonstrate use of integrated application spell checker

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

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<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Teacher evaluation of sample publications provided with a scoring guide.</li> <li>Teacher evaluation of midterm production exam. (advertisement)</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 2
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Curriculum: Desktop Publishing

Curricular Unit: Foundational Concepts

Instructional Unit: E. Select appropriate printer and printer attributes

### **Standard Alignments (Section 2)**

VACLE: PP.1.C (Levels 2, 4)

Knowledge: (FA) 1

CCSS: 11-12.RST.3

NETS: 6a,c

Performance: 2.5, 2.7

### **Unit (Section 3)**

Learning Targets:

- Manage the printer setup dialog box to achieve desired print jobs of publications. (e.g. printers/crop marks, monochrome vs. color, print position, paper type, orientation, quality, size)

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Produce and properly print the Mousetraks advertisement project, et al.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 3
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Curriculum: Desktop Publishing

Curricular Unit: Foundational Concepts

Instructional Unit: F. **Convert publications to format for exporting, sharing, and transfer for industry printing standards**

### **Standard Alignments (Section 2)**

GLE/CLE: N/A Knowledge: (FA) 1 CCSS: 11-12.RI.7 NETS: 6a,b Performance: 1.4, 1.8, 2.7
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### **Unit (Section 3)**

Learning Targets:
<ul style="list-style-type: none"><li>• Correct errors on returned projects and export error-free publications into portable document format (pdf) to compile an electronic portfolio</li></ul>
Instructional Strategies:
<ul style="list-style-type: none"><li>• Guided practice to demonstrate software:<ul style="list-style-type: none"><li>• capabilities</li><li>• modeling</li><li>• quality vs. unacceptable work</li></ul></li><li>• Independent practice to give students opportunities to create samples of quality work</li><li>• Differentiated instruction for:<ul style="list-style-type: none"><li>• visual learners</li><li>• auditory learners</li><li>• one-on-one instruction</li></ul></li><li>• Academic labs available to give individual assistance to students:<ul style="list-style-type: none"><li>• with makeup work</li><li>• who need reinforcement</li></ul></li><li>• Small group discussions to determine relevance of news stories and offer feedback</li><li>• Online software tutorials to learn specific editing skills to a specific project</li><li>• Hands-on demonstrations with equipment to ensure student understanding of operations and safety</li><li>• Business partners/guest speakers to relate real-world job assignments to classroom instruction</li><li>• Formative feedback to:<ul style="list-style-type: none"><li>• give positive feedback and suggestions for improvement</li><li>• clarify expectations</li></ul></li></ul>

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>What process is utilized for transferring files to an industry printer for final output and what file format is most often required?</li> <li>Demonstrate the conversion of a print publication into a digital publication for sharing on various computer platforms.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 2
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## Curriculum: Desktop Publishing

### Curricular Unit: Publication Layout

**Instructional Unit: G. Plan preliminary layout (sketch, layout grid) and set appropriate page layout options (e.g., margins, columns, double-sided facing pages, layers, guides)**

#### Standard Alignments (Section 2)

VACLE: PP.3.B,C (Levels 3, 4) Knowledge: (CA) 5 (FA) 1 CCSS: 11-12.RST.3; 11-12.W.2a NETS: 1b; 4b; 6b,c Performance: 1.4, 1.10, 2.1, 2.5, 3.5
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#### Unit (Section 3)

Learning Targets:
<ul style="list-style-type: none"><li>• Draw or create a sample layout or spread of a selected project (i.e., advertisement, business card, letterhead/stationery, newsletter)</li></ul>
Instructional Strategies:
<ul style="list-style-type: none"><li>• Guided practice to demonstrate software:<ul style="list-style-type: none"><li>• capabilities</li><li>• modeling</li><li>• quality vs. unacceptable work</li></ul></li><li>• Independent practice to give students opportunities to create samples of quality work</li><li>• Differentiated instruction for:<ul style="list-style-type: none"><li>• visual learners</li><li>• auditory learners</li><li>• one-on-one instruction</li></ul></li><li>• Academic labs available to give individual assistance to students:<ul style="list-style-type: none"><li>• with makeup work</li><li>• who need reinforcement</li></ul></li><li>• Small group discussions to determine relevance of news stories and offer feedback</li><li>• Online software tutorials to learn specific editing skills to a specific project</li><li>• Hands-on demonstrations with equipment to ensure student understanding of operations and safety</li><li>• Business partners/guest speakers to relate real-world job assignments to classroom instruction</li><li>• Formative feedback to:<ul style="list-style-type: none"><li>• give positive feedback and suggestions for improvement</li><li>• clarify expectations</li></ul></li></ul>

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Demonstrate the design/creation of a multiple-page publication determining placeholders for content.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 4
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Curriculum: Desktop Publishing

Curricular Unit: Publication Layout

Instructional Unit: H. Create and setup master pages

### **Standard Alignments (Section 2)**

VACLE: PP.3.B,C (Levels 3, 4)  
Knowledge: (CA) 5 (FA) 1  
CCSS: 11-12.RST.3; 11-12.W.2a  
NETS: 1b; 4b; 6b,c  
Performance: 1.4, 1.10, 2.1, 2.5, 3.5

### **Unit (Section 3)**

Learning Targets:

- Design/create a multiple page newsletter, brochure, or flyer
- Insert repeating publication items on the master page (e.g., page number, titles, layout grid)
- Create multiple master pages and apply to appropriate publication pages

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

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<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Demonstrate the design/creation of an original, multiple-page flyer or newsletter for a fictitious business.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 4
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Curriculum: Desktop Publishing

Curricular Unit: Typography

Instructional Unit: I. Compose text

### **Standard Alignments (Section 2)**

GLE/CLE: N/A Knowledge: (CA) 1,4 CCSS: 11-12.W.5 NETS: 2b; 6a-c Performance: 1.4, 2.5
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### **Unit (Section 3)**

Learning Targets:
<ul style="list-style-type: none"><li>• Write original content for sample publications to include headlines, titles, captions, and body text</li></ul>
Instructional Strategies:
<ul style="list-style-type: none"><li>• Guided practice to demonstrate software:<ul style="list-style-type: none"><li>• capabilities</li><li>• modeling</li><li>• quality vs. unacceptable work</li></ul></li><li>• Independent practice to give students opportunities to create samples of quality work</li><li>• Differentiated instruction for:<ul style="list-style-type: none"><li>• visual learners</li><li>• auditory learners</li><li>• one-on-one instruction</li></ul></li><li>• Academic labs available to give individual assistance to students:<ul style="list-style-type: none"><li>• with makeup work</li><li>• who need reinforcement</li></ul></li><li>• Small group discussions to determine relevance of news stories and offer feedback</li><li>• Online software tutorials to learn specific editing skills to a specific project</li><li>• Hands-on demonstrations with equipment to ensure student understanding of operations and safety</li><li>• Business partners/guest speakers to relate real-world job assignments to classroom instruction</li><li>• Formative feedback to:<ul style="list-style-type: none"><li>• give positive feedback and suggestions for improvement</li><li>• clarify expectations</li></ul></li></ul>

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Demonstrate the writing of copy for original business publications assessed by a supplied scoring guide. (e.g., business cards, letterhead/stationery, advertisements, brochures, newsletters)</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 2
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Curriculum: Desktop Publishing

Curricular Unit: Typography

Instructional Unit: J. **Import text files or other word processing documents**

### **Standard Alignments (Section 2)**

GLE/CLE: N/A Knowledge: (CA) 1,4 CCSS: 11-12.RST.3 NETS: 2b; 6a-c Performance: 1.4, 2.5
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### **Unit (Section 3)**

Learning Targets:
<ul style="list-style-type: none"><li>• Create word processing documents and import/place them within a layout program for formatting</li></ul>
Instructional Strategies:
<ul style="list-style-type: none"><li>• Guided practice to demonstrate software:<ul style="list-style-type: none"><li>• capabilities</li><li>• modeling</li><li>• quality vs. unacceptable work</li></ul></li><li>• Independent practice to give students opportunities to create samples of quality work</li><li>• Differentiated instruction for:<ul style="list-style-type: none"><li>• visual learners</li><li>• auditory learners</li><li>• one-on-one instruction</li></ul></li><li>• Academic labs available to give individual assistance to students:<ul style="list-style-type: none"><li>• with makeup work</li><li>• who need reinforcement</li></ul></li><li>• Small group discussions to determine relevance of news stories and offer feedback</li><li>• Online software tutorials to learn specific editing skills to a specific project</li><li>• Hands-on demonstrations with equipment to ensure student understanding of operations and safety</li><li>• Business partners/guest speakers to relate real-world job assignments to classroom instruction</li><li>• Formative feedback to:<ul style="list-style-type: none"><li>• give positive feedback and suggestions for improvement</li><li>• clarify expectations</li></ul></li></ul>

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>How are previously typed word processing documents brought into a layout program such as InDesign?</li> <li>Describe the three methods of placing text files into InDesign. (e.g., manual flow, automatic flow, semi-automatic flow)</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 2
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Curriculum: Desktop Publishing

Curricular Unit: Typography

Instructional Unit: K. **Adjust typography attributes**

### **Standard Alignments (Section 2)**

GLE/CLE: N/A  
Knowledge: (CA) 1,4  
CCSS: 11-12.RI.4; 11-12.RST.3  
NETS: 2b; 6a-c  
Performance: 1.4, 2.5

### **Unit (Section 3)**

Learning Targets:

- Format text within publications. (e.g., font selections, styles [bold, italics, underline, etc.] spacing, text wrap, paragraph settings, indents, tabs)

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Name 5 character attributes or settings that can be used to enhance or draw attention to text.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 3
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Curriculum: Desktop Publishing

Curricular Unit: Typography

Instructional Unit: L. **Explain and apply the usage of font types/categories**

### **Standard Alignments (Section 2)**

GLE/CLE: N/A Knowledge: (CA) 1,4 CCSS: 11-12.RI.4; 11-12.RST.3 NETS: 2b; 6a-c Performance: 1.4, 2.5
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### **Unit (Section 3)**

Learning Targets:
<ul style="list-style-type: none"><li>Identify and use serif, sans serif, decorative, and script fonts according to industry guidelines</li></ul>
Instructional Strategies:
<ul style="list-style-type: none"><li>Guided practice to demonstrate software:<ul style="list-style-type: none"><li>capabilities</li><li>modeling</li><li>quality vs. unacceptable work</li></ul></li><li>Independent practice to give students opportunities to create samples of quality work</li><li>Differentiated instruction for:<ul style="list-style-type: none"><li>visual learners</li><li>auditory learners</li><li>one-on-one instruction</li></ul></li><li>Academic labs available to give individual assistance to students:<ul style="list-style-type: none"><li>with makeup work</li><li>who need reinforcement</li></ul></li><li>Small group discussions to determine relevance of news stories and offer feedback</li><li>Online software tutorials to learn specific editing skills to a specific project</li><li>Hands-on demonstrations with equipment to ensure student understanding of operations and safety</li><li>Business partners/guest speakers to relate real-world job assignments to classroom instruction</li><li>Formative feedback to:<ul style="list-style-type: none"><li>give positive feedback and suggestions for improvement</li><li>clarify expectations</li></ul></li></ul>

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Given the font/text examples below, identify each by the correct category.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 2
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Curriculum: Desktop Publishing

Curricular Unit: Manage and Edit Images

Instructional Unit: M. Use a digital camera to acquire photos

### **Standard Alignments (Section 2)**

VACLE: PP.1.C (Levels 2-4) Knowledge: (CA) 5 (FA) 1 CCSS: 11-12.RST.3; 11-12.RST.7; 11-12.RST.9 NETS: 1a; 2b; 6b Performance: 1.4, 1.6, 1.8
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### **Unit (Section 3)**

Learning Targets:
<ul style="list-style-type: none"><li>• Set up a scene to photograph a subject and transfer files to a computer system for editing</li></ul>
Instructional Strategies:
<ul style="list-style-type: none"><li>• Guided practice to demonstrate software:<ul style="list-style-type: none"><li>• capabilities</li><li>• modeling</li><li>• quality vs. unacceptable work</li></ul></li><li>• Independent practice to give students opportunities to create samples of quality work</li><li>• Differentiated instruction for:<ul style="list-style-type: none"><li>• visual learners</li><li>• auditory learners</li><li>• one-on-one instruction</li></ul></li><li>• Academic labs available to give individual assistance to students:<ul style="list-style-type: none"><li>• with makeup work</li><li>• who need reinforcement</li></ul></li><li>• Small group discussions to determine relevance of news stories and offer feedback</li><li>• Online software tutorials to learn specific editing skills to a specific project</li><li>• Hands-on demonstrations with equipment to ensure student understanding of operations and safety</li><li>• Business partners/guest speakers to relate real-world job assignments to classroom instruction</li><li>• Formative feedback to:<ul style="list-style-type: none"><li>• give positive feedback and suggestions for improvement</li><li>• clarify expectations</li></ul></li></ul>

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Name 3 types of photography equipment/devices that can be utilized to capture digital images.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 2
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Curriculum: Desktop Publishing

Curricular Unit: Manage and Edit Images

Instructional Unit: N. **Use a flatbed scanner to convert analog images to a digital format**

### **Standard Alignments (Section 2)**

VACLE: PP.1.C (Levels 2-4)  
Knowledge: (CA) 3 (FA) 1  
CCSS: 11-12.RST.3; 11-12.RST.7; 11-12.RST.9  
NETS: 1a; 6a,b,d  
Performance: 1.4, 1.6, 1.8

### **Unit (Section 3)**

Learning Targets:

- Utilize a flatbed scanner to convert analog images/photos to digital format selecting correct settings for high resolution print publishing (e.g., file type, resolution, scan area, output location)

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

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<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>What are 3 setup decisions when scanning analog images (hard copy) to a digital format?</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 2
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Curriculum: Desktop Publishing

Curricular Unit: Manage and Edit Images

Instructional Unit: O. **Edit images with adjustment layers (i.e., color, filter, tints, contrast, brightness, exposure)**

### **Standard Alignments (Section 2)**

VACLE: EP.1.F (Level 2); EP.2.B,C (Levels 2-4)

Knowledge: (CA) 3,5; (FA) 1

CCSS: 11-12.RST.3; 11-12.RST.9

NETS: 1a; 3c

Performance: 1.4, 1.6, 3.2

### **Unit (Section 3)**

Learning Targets:

- Utilize an image-editing program to add adjustment layers to improve photo quality. (e.g., color, filter, tints, levels, brightness, contrast, vibrancy)

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

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<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>What adjustment layer can be used to improve the quality of an underexposed photo?</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 2
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Curriculum: Desktop Publishing

Curricular Unit: Manage and Edit Images

Instructional Unit: P. **Determine and set appropriate image file formats and color modes**

### **Standard Alignments (Section 2)**

VACLE: EP.1.F (Level 2); EP.2.B,C (Levels 2-4)  
Knowledge: (CA) 3,5 (FA) 1  
CCSS: 11-12.RI.4; 11-12.RI.7; 11-12.RST.3; 11-12.RST.7  
NETS: 1a; 3c  
Performance: 1.4, 1.6, 3.2

### **Unit (Section 3)**

Learning Targets:

- Set image modes appropriate for web, video, or print publications (e.g., RGB, CMYK, grayscale)
- Save images/photos in non-destructive and high resolution file formats (e.g., psd, tif)

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

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<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Identify which color is appropriate for the Web? High-resolution print publications?</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 2
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Curriculum: Desktop Publishing

Curricular Unit: Manage and Edit Images

Instructional Unit: Q. **Manipulate images**

### **Standard Alignments (Section 2)**

VACLE: EP.1.F (Level 2); EP.2.B,C (Levels 2-4)

Knowledge: (CA) 3,5 (FA) 1

CCSS: 11-12.RST.3; 11-12.RST.9

NETS: 1a; 3c

Performance: 1.4, 1.6, 3.2

### **Unit (Section 3)**

Learning Targets:

- Manipulate images through the use of cropping, layers, scale/size, rotation, etc.

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>What does it mean to proportionally scale an image?</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 2
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Curriculum: Desktop Publishing

Curricular Unit: Design Concepts

Instructional Unit: R. **Plan the proper use of white/negative space**

### **Standard Alignments (Section 2)**

VACLE: PP.1.C (Levels 2,4); EP.1.G (Levels 1,4); EP.2.A-C (Levels 2-4) Knowledge: (CA) 3,5; (FA) 1,3 CCSS: 11-12.RI.4 NETS: 2b; 3c Performance: 1.4, 1.5, 1.8
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### **Unit (Section 3)**

Learning Targets:
<ul style="list-style-type: none"><li>• Research online resources to determine how white/negative space is utilized to create flow or movement in a publication</li></ul>
Instructional Strategies:
<ul style="list-style-type: none"><li>• Guided practice to demonstrate software:<ul style="list-style-type: none"><li>• capabilities</li><li>• modeling</li><li>• quality vs. unacceptable work</li></ul></li><li>• Independent practice to give students opportunities to create samples of quality work</li><li>• Differentiated instruction for:<ul style="list-style-type: none"><li>• visual learners</li><li>• auditory learners</li><li>• one-on-one instruction</li></ul></li><li>• Academic labs available to give individual assistance to students:<ul style="list-style-type: none"><li>• with makeup work</li><li>• who need reinforcement</li></ul></li><li>• Small group discussions to determine relevance of news stories and offer feedback</li><li>• Online software tutorials to learn specific editing skills to a specific project</li><li>• Hands-on demonstrations with equipment to ensure student understanding of operations and safety</li><li>• Business partners/guest speakers to relate real-world job assignments to classroom instruction</li><li>• Formative feedback to:<ul style="list-style-type: none"><li>• give positive feedback and suggestions for improvement</li><li>• clarify expectations</li></ul></li></ul>

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>What is the purpose of negative/white space in a publication?</li> <li>What pattern, or movement, does the eye tend to follow when viewing a publication?</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 3
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Curriculum: Desktop Publishing

Curricular Unit: Design Concepts

Instructional Unit: S. Create an effective focal point

### **Standard Alignments (Section 2)**

VACLE: PP.1.C (Levels 2,4); EP.1.G (Levels 1,4); EP.2.A-C (Levels 2-4) Knowledge: (CA) 3,5; (FA) 1,3 CCSS: 11-12.RST.7; 11-12.RST.9 NETS: 2b; 3c Performance: 1.4, 1.5, 1.8
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### **Unit (Section 3)**

Learning Targets:
<ul style="list-style-type: none"><li>• Create/design publications with 3-5 design elements to draw attention to content</li><li>• Use color and negative/white space to create a focal point</li></ul>
Instructional Strategies:
<ul style="list-style-type: none"><li>• Guided practice to demonstrate software:<ul style="list-style-type: none"><li>• capabilities</li><li>• modeling</li><li>• quality vs. unacceptable work</li></ul></li><li>• Independent practice to give students opportunities to create samples of quality work</li><li>• Differentiated instruction for:<ul style="list-style-type: none"><li>• visual learners</li><li>• auditory learners</li><li>• one-on-one instruction</li></ul></li><li>• Academic labs available to give individual assistance to students:<ul style="list-style-type: none"><li>• with makeup work</li><li>• who need reinforcement</li></ul></li><li>• Small group discussions to determine relevance of news stories and offer feedback</li><li>• Online software tutorials to learn specific editing skills to a specific project</li><li>• Hands-on demonstrations with equipment to ensure student understanding of operations and safety</li><li>• Business partners/guest speakers to relate real-world job assignments to classroom instruction</li><li>• Formative feedback to:<ul style="list-style-type: none"><li>• give positive feedback and suggestions for improvement</li><li>• clarify expectations</li></ul></li></ul>






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<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Demonstrate the design/creation of a publication with no more than 3-5 design elements and a central focal point.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 3
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Curriculum: Desktop Publishing

Curricular Unit: Design Concepts

Instructional Unit: T. **Apply design principles**

### **Standard Alignments (Section 2)**

VACLE: PP.1.C (Levels 2,4); EP.1.G (Levels 1,4); EP.2.A-C (Levels 2-4)  
Knowledge: (CA) 3,5; (FA) 1,3  
CCSS: 11-12.RST.3; 11-12.RST.7; 11-12.RST.9  
NETS: 2b; 3c  
Performance: 1.4, 1.5, 1.8

### **Unit (Section 3)**

Learning Targets:

- Utilize the following when designing publications:
  - Objective of the publication and intended audience
  - Balance/symmetry
  - Typography & paragraph characteristics
  - Layering
  - Movement/flow
  - Contrast
  - Spacing
  - Graphics/images/photos
  - K.I.S.S.

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction

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<ul style="list-style-type: none"> <li>Formative feedback to:             <ul style="list-style-type: none"> <li>give positive feedback and suggestions for improvement</li> <li>clarify expectations</li> </ul> </li> </ul>
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative:             <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher:                 <ul style="list-style-type: none"> <li>guided practice</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Identify the balance or symmetry of the following publication. Explain your decision.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA:             <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 3
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