

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH HIGH SCHOOL

APPLIED TECHNOLOGY CURRICULUM

ADVANCED GRAPHIC ARTS

August 2020

This curriculum was approved by the Hillsborough Township
Public Schools Board of Education on September 21, 2020.

Advanced Graphic Arts
Grades 10-12
Course Overview

This year-long elective class is for students primarily in grades 11 and 12 as an advanced level class of Graphic Arts. The course meets every day for approximately 50 minutes for 4 marking periods, which culminates with a final project/exhibition of all work that students have done throughout their time in Graphic Arts classes. These collections will be displayed at the Hillsborough High School Spring Arts Festival, which occurs annually in the month of June. The only prerequisite for this class is Graphic Arts. Content areas in this course include portfolio creation, exploring personal strengths, career research, clothing collections, computer design and working with the HHS and Hillsborough community to complete works through a business-like model.

Students interested in STEAM (Science, Technology, Engineering, Arts, Math) are encouraged to take this class as all aspects are covered in great detail. Students also contemplating furthering their education for potential careers in STEAM areas are strongly encouraged to take this course. This 5 credit two-semester course helps fulfill the state graduation requirements for “at least 5 credits in Career Education courses”. The curriculum is aligned to the New Jersey Student Learning Standards. Additionally, this curriculum makes interdisciplinary connections in Visual and Performing Arts, Language Arts and Career Readiness, Life Literacies & Key Skills content areas. Upon completion of this class, students will become eligible for enrollment in an Independent Study in Graphic Arts.

2020 HTPS Applied Technology Curriculum Map – Advanced Graphic Arts

Unit of Study	Pacing	NJ Student Learning Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	Career Readiness, Life Literacies, & Key Skills
Portfolio Development: Personal Logo Development	Approx. 5 days	<p>8.1.12.A.4 Create a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements, and career aspirations.</p> <p>8.1.12.D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.</p>	<p>How are college portfolios created?</p> <p>What needs to go into a college portfolio?</p> <p>How is work selected for a college portfolio?</p> <p>How do I create professional grade work for college portfolios?</p>	<p>Part of creating a professional looking design portfolio entails creating a personal logo which can separate you from other applicants.</p>	<p>Create a personal logo by hand to go on a variety of different documents, such as portfolio covers, business cards and resumes, to create a more professional look.</p> <p>Transform handmade logo into a clean digital graphic to be used on several portfolio-related pieces in black and white as well as color.</p>	<p>Formative: In-class discussions Teacher observation</p> <p>Summative: Personal Logo Project (by hand and digitally)</p>	<p>1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept</p> <p>1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating,</p>	<p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use</p>

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Safety	Continuous throughout the school year	1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness	<p>Why is safety and important part of Graphic Arts?</p> <p>How do we develop safe work habits, and create a safe work environment?</p>	Developing safe work habits as well as a safe work environment is essential to protecting yourself as well as others.	<p>Throughout the semester, demonstrate safe and proper use of:</p> <ul style="list-style-type: none"> -X-Acto Knives -Mat Board Cutters -Linoleum Block Cutters -Engraving Machine -Ink -Etching Cream -Iron -Heat Presses -Padding Compound -General Classroom Safety (such as tripping hazards and electrical equipment) 	<p>Formative: Teacher observation</p> <p>Summative: Quizzes</p> <p>Hands on demonstrations</p>	1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

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Calculating and Cutting Mat Board	Continuous throughout the school year	1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness	What is the importance of skills learned to cut mat board?	<p>The ability to appropriately measure and cut mat board will give your artwork a neater and more complete look.</p> <p>The ability to appropriately measure and cut mat board creates the opportunity to refine safety practices</p>	<p>Measure, calculate and cut mat board using the proper procedures which includes considering factors such as:</p> <ul style="list-style-type: none"> -Image width -Image height -Spacing -Frame size -Straight edge cuts -Bevel edge cuts 	<p>Formative: -Teacher observation</p> <p>Summative: -Final projects</p>	1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p>

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Portfolio Development: Business Card	Approx. 5 days	<p>8.1.12.A.4 Create a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements, and career aspirations.</p> <p>8.1.12.D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.</p>	<p>How are college portfolios created?</p> <p>What needs to go into a college portfolio?</p> <p>How is work selected for a college portfolio?</p> <p>How do I create professional grade work for college portfolios?</p>	<p>Skilled professionals need ways to market themselves quickly and easily, which includes having business cards on hand.</p>	<p>Design a business card to be used for self-marketing purposes.</p> <p>Create business cards by utilizing both digital and specialized tools such as Adobe programs, specialized printers, and industrial cutters.</p>	<p>Formative: -In-class discussions -Teacher observation</p> <p>Summative: -Business Card Project</p>	<p>1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept</p> <p>1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing,</p>	<p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.4.12.CI.1: Demonstrate the</p>

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<p>Portfolio Development: Resume Construction</p>	<p>Approx. 5 days</p> <p>Revising throughout school year as needed</p>	<p>8.1.12.A.4 Create a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements, and career aspirations.</p> <p>8.1.12.D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.</p>	<p>How are college portfolios created?</p> <p>What needs to go into a college portfolio?</p> <p>How is work selected for a college portfolio?</p> <p>How do I create professional grade work for college portfolios?</p>	<p>It is imperative to have a resume that clearly reflects your highest accomplishments, skills, and talents in order to make yourself as marketable as possible.</p> <p>As a designer, you must have a balance between creativity and overbearing flare in your work for the public.</p>	<p>Design an attractive resume that will clearly reflect the person and student I am.</p> <p>Develop new resume using Bloom’s Taxonomy words to describe my talents, skills and accomplishments most effectively.</p>	<p>Formative:</p> <ul style="list-style-type: none"> -In-class discussions -Teacher observation -Resume questionnaire -Bloom’s Taxonomy practice <p>Summative:</p> <ul style="list-style-type: none"> -Resume Project 	<p>1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept</p> <p>1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing,</p>	<p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect,</p>

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<p>Portfolio Development: Portfolio Creation (Hard Copy)</p>	<p>Approx. 15 days</p> <p>Continually revising throughout school year</p>	<p>8.1.12.A.4 Create a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements, and career aspirations.</p> <p>8.1.12.D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.</p> <p>1.5.12adv.Pr5a: Investigate, compare and contrast methods for</p>	<p>How are college portfolios created?</p> <p>What needs to go into a college portfolio?</p> <p>How is work selected for a college portfolio?</p> <p>How do I create professional grade work for college portfolios?</p>	<p>To have an impressive college portfolio, you must highlight your greatest strengths.</p> <p>Portfolios should be available in both hard copy and digital formats.</p> <p>As the year progresses, you may feel the need to modify your original portfolio to include new works that you have created.</p>	<p>Compile a collection of my best art pieces.</p> <p>Organize a meaningful flow to my portfolio to highlight my best work.</p> <p>Recognize the pieces that best reflect my skills and talents to help me move forward with my career goals.</p> <p>Create a hard copy portfolio to include my most skilled work for college admissions.</p>	<p>Formative:</p> <ul style="list-style-type: none"> -In-class discussions -Teacher observation -Reflection days <p>Summative:</p> <ul style="list-style-type: none"> -Finalized Hard Copy Portfolio 	<p>1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept</p> <p>1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing,</p>	<p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect,</p>

		preserving and protecting art.					<p>selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p>1.2.12adv.Cr1b: Fluently integrate a sophisticated personal aesthetic for media arts productions.</p> <p>1.2.12adv.Cr2a: Fluently integrate a sophisticated personal aesthetic for media arts productions.</p> <p>1.2.12adv.Pr4a: Synthesize various arts, media arts forms and academic content into unified media arts.</p> <p>1.2.12adv.Pr6a: Curate, design and promote the presentation and distribution of media artworks through a variety of contexts</p>	<p>analyze, and use creative skills and ideas</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p>
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<p>Portfolio Development: Portfolio Creation (Digital Copy)</p>	<p>Approx. 15 days</p> <p>Continually revising throughout school year</p>	<p>8.1.12.A.4 Create a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements, and career aspirations.</p> <p>8.1.12.D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.</p> <p>1.5.12adv.Pr5a: Investigate, compare and contrast methods for</p>	<p>How are college portfolios created?</p> <p>What needs to go into a college portfolio?</p> <p>How is work selected for a college portfolio?</p> <p>How do I create professional grade work for college portfolios?</p>	<p>To have an impressive college portfolio, you must highlight your greatest strengths.</p> <p>Portfolios should be available in both hard copy and digital formats.</p> <p>As the year progresses, you may feel the need to modify your original portfolio to include new works that you have created.</p>	<p>Compile a collection of my best art pieces.</p> <p>Organize a meaningful flow to my portfolio to highlight my best work.</p> <p>Recognize the pieces that best reflect my skills and talents to help me move forward with my career goals.</p> <p>Create a digital copy portfolio to include my most skilled work for</p>	<p>Formative: In-class discussions Teacher observation Reflection days</p> <p>Summative: Finalized Digital Copy Portfolio</p>	<p>1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept</p> <p>1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing,</p>	<p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect,</p>

		preserving and protecting art.			college admissions. Decide the best ways to showcase my work digitally.		<p>selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p>1.2.12adv.Cr1b: Fluently integrate a sophisticated personal aesthetic for media arts productions.</p> <p>1.2.12adv.Cr2a: Fluently integrate a sophisticated personal aesthetic for media arts productions.</p> <p>1.2.12adv.Pr4a: Synthesize various arts, media arts forms and academic content into unified media arts.</p> <p>1.2.12adv.Pr6a: Curate, design and promote the presentation and distribution of media artworks through a variety of contexts</p>	<p>analyze, and use creative skills and ideas</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p>
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Reflection	Continuously throughout the school year.	<p>1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.</p> <p>1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented</p> <p>1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</p>	What benefits are there to self and peer critiquing?	<p>People in all aspects of life must be open to constructive criticism from peers and outsiders.</p> <p>Having access to an audience’s point of view will help to enhance final products by considering their suggestions and critiques.</p>	Critique the work of myself and others while identifying areas of improvement as well as areas of strength in regard to final projects.	<p>Formative: In-class discussions with peers and/or teacher</p> <p>Several different critiquing activities</p> <p>Summative: N/A</p>	<p>WHST.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.11-12.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p>

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Color Promo	Approx. 15 days	1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.	How are colors used to pull emotion out of audiences?	Depending on your audience, you can use color to evoke emotions in different ways.	<p>Choose an emotion of choice to convey in a piece of 2D or 3D art of choice.</p> <p>Determine how to convey the emotion of choice by carefully selecting a target audience.</p>	<p>Formative: Teacher observation</p> <p>Group discussions</p> <p>Summative: Color Promo Final Project</p>	<p>WHST.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.11-12.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</p>

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Improvement Project	Approx. 10 days	1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	<p>In what ways can I improve my work from when I was a beginner student in Graphic Arts?</p> <p>In what areas can I improve most?</p>	<p>Despite your talent or study level, people are life-long learners and always finding ways to improve.</p> <p>Even professionals are constantly learning and adapting in their field to become more skilled.</p>	<p>Evaluate works from entry Graphic Arts classes and select the piece that you would like to improve on (traditional or digital).</p> <p>Redesign the selected product with the knowledge you have now as a seasoned Graphic Arts student.</p> <p>Justify your improvements with peers during reflection session.</p>	<p>Formative: Teacher observation</p> <p>Group discussions</p> <p>Summative: Final Improvement Project</p> <p>Reflection session</p>	1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p>

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Clothing Design	Approx. 30-45 days	8.1.12.D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.	<p>What are important features of a collection of art?</p> <p>What is something that is important to you?</p> <p>How can we show meaning through art?</p>	<p>Art collections typically follow a theme, message, or style.</p> <p>Collections of art can be made to convey a message while remaining high quality.</p> <p>Meaning can be conveyed in many ways, not just words.</p>	<p>Design a clothing collection of 3-5 pieces with a common theme or element.</p> <p>Develop clothing collection to host some sort of meaning or message throughout.</p> <p>Design collection to include multiple layers (digital), colors and features.</p> <p>Utilize printing systems to create physical prototype.</p>	<p>Formative: Teacher observation</p> <p>-Group discussions</p> <p>Summative: Final products</p>	<p>1.2.12adv.Cr1b: Fluently integrate a sophisticated personal aesthetic for media arts productions</p> <p>1.2.12adv.Cr2b: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.</p> <p>1.2.12adv.Cr3b: Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.</p>	<p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p>

							<p>1.2.12adv.Pr5c: Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.</p> <p>1.2.12adv.Pr6a: Curate, design and promote the presentation and distribution of media artworks through a variety of contexts.</p> <p>1.2.12adv.Re8a: Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.</p> <p>1.2.12adv.Cn11a: Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.</p>	
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2020 HTPS Applied Technology Curriculum Map – Advanced Graphic Arts

Unit of Study	Pacing	NJ Student Learning Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	Career Readiness, Life Literacies, & Key Skills
Print Shop	Continuous throughout the year	<p>8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.</p> <p>8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software.</p> <p>8.1.12.C.1 Develop an innovative solution to a</p>	<p>How do professionals work with customers? (Note: “Customers” in this unit refers to people throughout the HTPS and Hillsborough communities looking for assistance in design. No money will be collected from customers.)</p> <p>What types of products do I enjoy making the most?</p>	<p>There are many aspects surrounding working with customers including planning, communication and creation.</p> <p>Through the process of trial and error, people figure out what areas they excel and enjoy the most.</p>	<p>Communicate clearly and effectively with clients about their requests.</p> <p>Input data based on business from clients.</p> <p>Reflect on feedback from my peers and clients about my designs.</p> <p>Research, create and refine requested products from clients including (but not limited to):</p> <ul style="list-style-type: none"> -Company makeover logos -Digital designs 	<p>Formative:</p> <ul style="list-style-type: none"> Teacher observation Group discussions Order form Feedback from customers Student work logs <p>Summative:</p> <ul style="list-style-type: none"> Final products 	<p>1.2.12adv.Cr1a: Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.</p> <p>1.2.12adv.Cr1b: Fluently integrate a sophisticated personal aesthetic for media arts productions.</p> <p>1.2.12adv.Cr1c: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.</p> <p>1.2.12adv.Cr3a: Synthesize ideas with content, processes and</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</p> <p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content</p> <p>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</p>

		<p>complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.</p> <p>8.1.12.D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.</p> <p>8.1.12.E.1 Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national or worldwide issue.</p> <p>8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology</p>			<ul style="list-style-type: none"> -Clothing logos and designs -Brochure development -Packaging designs -Laminating -Booklet creations -Flyer creations -Calendars 		<p>components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.</p> <p>1.2.12adv.Cr3b: Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts</p> <p>1.2.12adv.Re9a: Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.</p> <p>1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary</p>	<p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task</p>
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		<p>resources and assess their potential to address educational, career, personal, and social needs.</p> <p>8.2.12.F.2 Explain how material science impacts the quality of products.</p>					<p>artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.</p> <p>1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p>1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	
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Guest Speakers	Throughout year as scheduling allows	<p>8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.</p> <p>8.2.12.B.3 Analyze the full costs, benefits, trade-offs and risks related to the use of technologies in a potential career path.</p> <p>8.2.12.G.1 Analyze the interactions among various technologies and collaborate to create a product or system</p>	How can I utilize my skills in life to help make a livable wage?	In order to merge your talents and hobbies to make a livable wage, you must be in a field that is in high demand.	<p>Describe different potential careers in the design field that are in high demand such as (but not limited to):</p> <ul style="list-style-type: none"> -Graphic Designers -Marketing Advertisers -Tattoo Artists -Makeup Artists -Web Designers <p>Formulate questions about these careers that will help to better</p>	<p>Formative: Teacher observation</p> <p>Group discussions</p> <p>Student Question Forms</p> <p>Summative: N/A</p>	<p>1.2.12adv.Pr5a: Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks</p> <p>1.2.12adv.Cn11a: Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.</p> <p>1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.</p>	<p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.8: Determine job entrance criteria</p>

		demonstrating their interactivity.			understand them.		<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>(e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</p>
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ASSOCIATED JOBS LIST BY UNIT

Unit	Jobs List
Safety	<ul style="list-style-type: none"> • Various
Calculating and Cutting Mat Board	<ul style="list-style-type: none"> • Custom Framers
Portfolio Development: Personal Logo Design	<ul style="list-style-type: none"> • Graphic Designer • Fine Arts
Portfolio Development: Business Card	<ul style="list-style-type: none"> • Graphic Designer • Fine Arts
Portfolio Development: Resume Construction	<ul style="list-style-type: none"> • Various
Portfolio Development: Portfolio Creation (Hard Copy)	<ul style="list-style-type: none"> • Graphic Designer • Website Designer • Writer • Architect • Photographer • Make-Up Artist • Model • Interior Designer • Videographer • Video Game Designer • Computer Programmer
Portfolio Development: Portfolio Creation (Digital Copy)	<ul style="list-style-type: none"> • Graphic Designer • Website Designer • Writer • Architect • Photographer • Make-Up Artist • Model • Interior Designer • Videographer • Video Game Designer • Computer Programmer
Reflection	<ul style="list-style-type: none"> • Various
Color Promo	<ul style="list-style-type: none"> • Graphic Designer • Fine Arts
Improvement Project	<ul style="list-style-type: none"> • Various
Clothing Design	<ul style="list-style-type: none"> • Graphic Designer • Fashion Designer
Print Shop	<ul style="list-style-type: none"> • All design and art-based careers
Guest Speakers	<ul style="list-style-type: none"> • Various