

COURSE TITLE

Introduction to Desktop Publishing

LENGTH

One Semester
Grades 7-8

DEPARTMENT

Computer Technology
Barbara O'Donnell, Supervisor

SCHOOL

Union Middle School

DATE

September 10, 2018

Introduction to Desktop Publishing

I. Introduction/Overview/Philosophy

This one-semester course provides skill development in the electronic procedures of producing and editing publications. Students will create, format, illustrate, design, edit/revise, and print publications. Improved productivity of electronically produced newsletters, flyers, brochures, reports, advertising materials, and other publications is emphasized. Proofreading, document composition, and communication competencies are also included.

II. Objectives

Course Outline:

- A. What is Desktop Publishing
 - 1. Define desktop publishing
 - 2. Identify products and uses
 - 3. Explore the history of the printing press
- B. Photoshop
 - 1. What is Photoshop
 - 2. Getting to know the Photoshop interface
 - 3. Basic tasks in Photoshop
 - 4. Saving images
 - 5. Understanding layers
 - 6. Levels, curves, and color
 - 7. Sharpening and noise reduction
 - 8. Working with brushes and text
- C. Beginning Graphic Design
 - 1. Typography
 - 2. Color
 - 3. Layout and composition
 - 4. Images
 - 5. Fundamentals of Design
- D. Creating a Professional Image
 - 1. Branding and Identity
 - 2. Logo design
 - 3. Business card, letterhead and envelope
- E. Career Exploration
 - 1. Identify related careers
 - a. <http://www.bls.gov/oco/ocos276.htm>
 - 2. Career Research

- F. Culmination project – You be the Graphic Designer
1. Business card and letterhead
 2. Menu
 3. Placemat
 4. Floor plan
 5. Assorted flyers
 6. Table tent card
 7. Calendar
 8. Assorted promotional materials

Student Outcomes:

After successfully completing this course, the student will:

- understand the process of planning a document
- apply basic desktop publishing design principles
- demonstrate and understand basic typography
- understand the proper use of color in publications
- understand that images are used to enhance publications
- understand ethics related to the use of images and text
- create an assortment of promotional materials utilizing the concepts and skills learned

New Jersey Student Learning Standards

CAREER READY PRACTICES

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP6 Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause

of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP10 Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

TECHNOLOGY STANDARDS

STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

8.2.8.B.6 Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.

8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.

***STANDARD 9.1: PERSONAL FINANCIAL LITERACY
STRAND A: INCOME AND CAREERS***

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

STANDARD 9.3 CAREER AND TECHNICAL EDUCATION

CAREER CLUSTER: ARTS, A/V TECHNOLOGY & COMMUNICATIONS (AR)

9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

PATHWAY: PRINTING TECHNOLOGY (AR-PRT)

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

PATHWAY: VISUAL ARTS (AR-VIS)

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

III. Proficiency Levels

This course is open to students in grades 7-8.

IV. Methods of Assessment

Student Assessment

The teacher will provide a variety of assessments during the course of the semester. The assessment may include but is not limited to: tests and quizzes, projects, simulations, and hands-on exercises. Projects will be assessed using comprehensive rubrics so students can perform self-analysis before turning in their project.

Curriculum/Teacher Assessment

The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V. Grouping

This is a middle school elective course offered to students in grade 7 and grade 8.

VI. Articulation/Scope & Sequence/Time Frame

Course length is one semester.

VII. Resources

Resources include but are not limited to:

- *Fresh Ideas in Letterhead & Business Card Design* by Diana Martin & Mary Cropper, North Light, Cincinnati, OH, 1993.
- Desktop Publishing Core Standards <http://www.uen.org/core/core.do?courseNum=520447>
- Business Education Lesson Plans by Tonya Skinner <http://lessonplans.btskinner.com/dtp.html>
- Desktop Publishing Projects for High School Students by Jerry Travis <https://www.jerrytravis.com/desktop-publishing-projects-for-high-school-students>
- Desktop Publishing Skills in the Classroom <http://www.technokids.com/blog/technology-integration/desktoppublishingskillsclassroom/>
- UA Technology in Motion: Publisher Lesson Ideas <http://www.bama.ua.edu/~rmayben/tim/publessons.htm>
- Desktop Publishing Lesson Plan <http://desktoppub.about.com/od/lessonplans/a/lessonplans.htm>

VIII. Suggested Activities

- Create an identity and branding for your own restaurant
- Create a help wanted sign for a desktop publishing job. Describe the position, qualifications needed, and an approximate salary.
- Bring examples of desktop publishing from the world we live in.
- Pretend you want to remodel your bedroom. Draw a sketch of what your room looks like now, then draw a thumbnail of what it would look like after you remodeled.
- Student has inherited money to buy dream house. Create a flyer for an open house, design graphics. This can be more involved if you have them research what it would cost to maintain and live in the house. They can create an Excel chart and a PowerPoint about the house.
- Yearbook class - create all page layouts for the yearbook.
- Student publications that school office distributes such as calendars.
- Projects for school, greeting cards wall display with pictures and background of all staff at school.
- Children's book - bring in favorite book, then create own book, worked with elementary school personalized books for individual kids
- Write letters to Santa students in class wrote letters from Santa and designed letterhead, etc.
- Project on documentation of where pieces came from copyright issues, etc. Be sure students are not using copyrighted images or text. Credit must be given.
- Create a competition on some of the real world projects. Have other teachers, administrators, and/or Parent's judge finished projects.
- Create a cereal box cover.
- Design a t-shirt screen print-focus on the importance of it not being too small because it won't screen print well if it is.
- Candy bar project where students create a wrapper for a candy bar including the nutritional information and whatever else is needed. This can be a fundraiser project for a sports team

or other student group. You can also put facts about the class on the wrapper.

- Have students interview each other and create a class newsletter.
- Creating a family calendar with family member's birthdays & anniversaries is a good project. They can also include photos or create a theme. This works out well this time of year as a gift.

IX. Methodologies

The following methods of instruction are suggested but not limited to: Practice projects, "real-world" projects, individualized projects.

X. Interdisciplinary Connections

Projects will incorporate interdisciplinary study with an emphasis on writing, editing, and proofreading.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Scale project objectives to less challenging outcomes
- Assist student with long and short term planning of assignments
- Use the design process to self-evaluate
- Restate, reread, and clarify directions/questions
- Peer mentoring (pairing with another student who is working at an advanced level)
- Individual conferring and guiding toward appropriate texts and topics
- Partnering
- Pre-selected sources
- Written, oral, and visual directions and instruction provided for each assignment
- Individual demonstration and review of methods and concepts
- Questioning to check for understanding
- Differentiated teacher feedback on assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Multimedia approach to accommodating various learning styles

- Visual learning, including graphic organizers
- Adjusting the pace of lessons
- Teacher modeling

Differentiation for Enrichment

- Encourage student to revise and improve assignments
- Encourage self-implementation of presented topics
- Scale project objectives to more challenging outcomes
- Authentic listening and reading sources that provide data and support for various projects / performances
- Individual conferring and guiding toward more complex texts and topics
- Student Mentoring
- Provide student with exemplars of innovative and highly conceptual works that involve greater risk-taking and complexity in their creation

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk of School Failure, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Explore the topic of Desktop Publishing and Its Evolution</p> <ul style="list-style-type: none"> • Define desktop publishing • Identify products and uses • Explore the history of the printing press and the evolution of desktop publishing 	1 week	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Visual learning, including graphic organizers • Peer mentoring • Partnering • Individual conferring and guiding toward appropriate texts and topics <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Encourage student to revise and improve assignments • Scale project objectives to more challenging outcomes 	<p><i>Standards:</i> CRP8</p>	<p><i>Formative Assessment:</i> Google Form questions – <i>What is desktop publishing? How has DTP changed the printing industry?</i> Students answer question on an index card - <i>Why was the printing press such a revolutionizing invention?</i></p> <p><i>Summative Assessment:</i> Activity questions provided in zSpace Studio to be reviewed by the teacher</p>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk of School Failure, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Photoshop <ul style="list-style-type: none"> • What is Photoshop? • Getting to know the Photoshop interface • Basic tasks in Photoshop • Saving images • Understanding layers • Levels, curves, and color • Sharpening and noise reduction • Working with brushes and text 	2 weeks	<i>For Support:</i> <ul style="list-style-type: none"> • Peer mentoring • Teacher modeling • Use the design process to self-evaluate <i>For Enhancement:</i> <ul style="list-style-type: none"> • Individual conferring and guiding toward more complex topics • Student mentoring 	<i>Standards:</i> CRP6, CRP11, 9.3.12.AR-PRT.2, 9.3.12.AR-VIS.2	<i>Formative Assessment:</i> Turn and talk to review new skills or to seek support <i>Summative Assessment:</i> Quiz provided through GCFLearnFree.org

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk of School Failure, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Beginning Graphic Design <ul style="list-style-type: none"> • Typography • Color • Layout and composition • Images • Fundamentals of design 	2 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Restate, reread, and clarify directions/questions • Pre-selected sources • Questioning to check for understanding <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Provide student with exemplars of innovative and highly conceptual works that involve greater risk-taking and complexity in their creation • Encourage self-implementation of presented topics • Encourage student to revise and improve assignments 	<p><i>Standards:</i></p> <p>CRP4, CRP6, CRP8, CRP11, 8.1.8.A.2, 8.1.8.D.3, 8.1.8.D.4, 8.2.8.B.6, 8.2.8.C.1, 9.3.12.AR-PRT.2, 9.3.12.AR-VIS.2</p>	<p><i>Formative Assessment:</i></p> <p>Questioning, checks for understanding</p> <p><i>Summative Assessment:</i></p> <p>Performance based: Poster design (rubric) Color grid document Slideshow (rubric) Hyperdoc</p>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk of School Failure, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Creating a Professional Image <ul style="list-style-type: none"> • Branding and identity • Logo creation • Business card, letterhead and envelope 	1 week	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Restate, reread, and clarify directions/questions • Pre-select sources • Written, oral, and visual directions provided for each assignment • Scaffolding of materials and assignments <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Authentic listening and reading sources that provide data and support for various/ projects/ performance • Student mentoring 	<p><i>Standards:</i> CRP4, CRP6, 8.1.8.A.2, 9.3.12.AR-PRT.2</p>	<p><i>Formative Assessment:</i> Hyperdoc</p> <p><i>Summative Assessment:</i> Performance-based: Logo creation (rubric)</p>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk of School Failure, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Career Exploration <ul style="list-style-type: none"> Research on computer graphic careers 	1 week	<i>For Support:</i> <ul style="list-style-type: none"> Multimedia approach to accommodating various learning styles Assist student with long and short term planning of assignments Pre-selected sources <i>For Enhancement:</i> <ul style="list-style-type: none"> Student mentoring Encourage student to revise and improve assignments Encourage self-implementation of presented topics 	<i>Standards:</i> CRP4, CRP6, CRP10, 8.1.8.A.2, 8.1.8.D.3, 8.1.8.D.4, 9.1.8.A.2, 9.2.8.B.1, 9.3.12.AR.1, 9.3.12.AR-PRT.2	<i>Formative Assessment:</i> 3-2-1 and other questioning <i>Summative Assessment:</i> Slideshow scored with rubric
Culmination Project – You be the graphic designer <ul style="list-style-type: none"> Develop assorted professional documents for student created restaurant, including, but not limited to logo, placemat, menu, posters, promotional coupons, etc. 	13 weeks	<i>For Support:</i> <ul style="list-style-type: none"> Scale project objectives to less challenging outcomes Assist student with long and short term planning of assignments Use the design process to self-evaluate Individual demonstration and review of methods and concepts Questioning to check for understanding 	<i>Standards:</i> CRP4, CRP6, CRP8, CRP11, 8.1.8.A.2, 8.1.8.D.4, 8.1.8.D.4, 9.3.12.AR-PRT.2, 9.3.12.AR-VIS.2	<i>Formative Assessment:</i> Good and welfare checks Checklists Self-check guides <i>Summative Assessment:</i> Project-based (rubrics/checklists): <ul style="list-style-type: none"> Hours of operation sign Floor plan Placemat Window display poster

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk of School Failure, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<ul style="list-style-type: none"> • Differentiated teacher feedback on assignments • Re-teaching and review • Scaffolding of materials and assignments • Visual learning, including graphic organizers • Adjusting the pace of lessons • Teacher modeling <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Encourage student to revise and improve assignments • Scale project objectives to more challenging outcomes • Individual conferring and guiding toward more complex texts and topics • Student mentoring • Provide student with exemplars of innovative and highly conceptual works that involve greater risk-taking and complexity in their creation 		<ul style="list-style-type: none"> • Takeout menu • Business card • Letterhead • Envelope • Table tent card • Employee name badge • Calendar of events • Promotional punch card • Customer feedback form • Build your own __ form • Refrigerator magnet • Postcard • Promotional currency • Beach towel • T-shirt