2022/2023

DAILY AGENDA TEMPLATE

Teacher(s): **Mr. Neeld**	Date: August 22nd

Standards:	**BASIC MATH AND MEASUREMENTS FOR GRAPHIC COMMUNICATIONS**
	Students will utilize calculating skills, units, and measurements fundamental to a career in Graphic Communications and Design, and identify linear, liquid, weight, and area measuring units.
	ACCT-IGD-8. Students will estimate job costs.
	
	   A. Calculate the price of materials used in commercial jobs.
	   B. Determine substrate quantities needed and their costs.
	   C. Establish additional equipment overhead, physical plant, time, labor, waste management, shipping costs, and projected profit margin.
	
	Academic Standards:
	MM2P1 Students will solve problems (using appropriate technology).
	MM3P2 Students will reason and evaluate mathematical arguments.
	MM2P3 Students will communicate mathematically.
	Sample Tasks:
	• Fill out and interpret job orders.
	• Select a paper that fulfills the work order and determines the cost.
	ACCT-IGD-9. Students will recognize and utilize paper and assorted substrates for commercial output.
	
	   A. Determine the size, weight, quantity, type, and amount of paper necessary to fulfill a job order.
	   B. Investigate efficient production methods to minimize paper waste during jobs.
	   C. Appraise different printing imposition techniques for maximum value and savings of materials.
	
	Academic Standards:
	MM2P5 Students will represent mathematics in multiple ways.
	MM4A9 Students will use sequences and series.
	MM3P1 Students will solve problems (using appropriate technology).

	ACCT-IGD-10. Students will generate and manipulate various graphic imaging processes.
	A. Discern appropriate use of technology in areas of color and design choices.
	B. Evaluate photographic digital input techniques for maximum effect.
	C. Manage resolution issues.
	D. Assess the issues of sizing images in various forms.

Academic Standards:
MM3P5 Students will represent mathematics in multiple ways.
MM3A3 Students will solve a variety of equations and inequalities.
MM4A10 Students will understand and use vectors.
ACCT-IGD-11. Students will identify and apply typographic and design concepts.
    A. Examine and construct documents with multiple measurement systems used in the field (including inches and picas).
    B. Select and use appropriate type composition techniques involving leading, tracking, kerning, scaling, and aligning based on job particulars.
    C. Understand and accurately execute measurement conversions.

Academic Standards:
MM2P5 Students will represent mathematics in multiple ways.
MM2P1 Students will solve problems (using appropriate technology).
MM2P3 Students will communicate mathematically.
ACCT-IGD-12. Students will analyze pre-press and output operations.

    A. Determine and use proper imposition to save materials used in multi-page and multi-piece projects.
    B. Interpret and formulate correct liquid measurements for various chemical needs in production processes.
    C. Position images on substrates using appropriate measurements.
    D. Understand adjustments that may be needed in the equipment and materials used for output (including pressure settings, ink quantities, and mechanical adjustments).

Academic Standards:
MM4A9 Students will use sequences and series.

ELA10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

DESIGN AND LAYOUT

Students will learn design principles and general layout procedures related to the graphics industry. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing. Knowledge and skills in digital design and imaging will be enhanced in a graphic communication production laboratory facility through experiences that simulate the graphic communications industry and school-based and work-based learning opportunities.

ACCT-IGD-13. Students will understand and demonstrate how to design a page layout.

   A. Demonstrate how to log on/boot up, save, and print using a page layout program.
   B. Design and produce a document using desired fonts, formatting, margins, indents, tabs, gutters, header and footer, guides, trims, folds, and proper leading.
   C. Demonstrate text alignment, element positioning, and rules of page design for printed matter.
   D. Set up column grids for page layout according to job specifications.
   E. Set up and select appropriate pagination for a given job.
   F. Proofread, edit, and make corrections/adjustments to copy on screen.

Academic Standards:
ELA10LSV1 The student participates in student-to-teacher, student-to-student, and
group verbal interactions.
ACCT-IGD-14. Students will identify the five elements incorporated in basic graphic designs and will understand the application of effective color usage.
   A. Identify the utilization of the five elements of line, shapes, mass, texture, and color as they apply to the basic design.
   B. Understand the difference between primary, secondary, and

complimentary colors.

    C.   Define CMYK and RGB and understand the difference between them and when to use them.

Academic Standards:

ELA10RL5 The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4 The student establishes a context for information acquired by reading across subject areas.

ELA10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ACCT-IGD-15. Students will identify and produce files utilizing different digital formats.

    A.   Describe the strengths and weaknesses of TIFF, EPS, PICT, JPG, GIF, PDF, PNG, and UMF in a Postscript environment.
    B. Demonstrate how to use a file compression utility for file transfer or storage.
    C.   Create documents /images and demonstrate the ability to save them as digital files.
    D. Demonstrate how to place scanned graphics/photos into the existing page layout program.
    E.   Produce digital files using appropriate DPI and PPI resolution for media.

Academic Standard:

ELA10RL5 The student acquires new vocabulary in each content area and uses it correctly.

ACCT-IGD-16. Students will identify and demonstrate page layout terminology and tools.

    A.   Identify and demonstrate the use of basic design principles.
    B.   Identify and demonstrate the use of layout methods/stages: (1) Thumbnails, (2) Rough, and (3) Comprehensive.
    C.   Identify and demonstrate the use of traditional and computer-generated tools in the production of the page layout.

ACCT-IGD-17. Students will identify and understand the differences in page layout, raster-based photo manipulation, and vector-based graphic software applications.

    A.   Identify and demonstrate the basic capabilities of page layout, raster-based photo manipulation, and vector-based

software applications as they apply to the completion of graphic communications projects.

B. Define and identify the differences between raster and vector-based software.

C. Demonstrate the ability to integrate text and images in a computer-generated page layout properly.

D. Demonstrate the ability to properly alter and enhance an image using a raster-based photo manipulation software application.

E. Demonstrate the ability to create a logo utilizing a vector-based software application.

Academic Standard:

ELA10W3 The student uses research and technology to support writing.

TYPOGRAPHY

Students will identify key developments in the origins of type and typography, recognize the distinctions between type categories, and apply recognizable values of type to an understanding of legibility in a variety of type applications.

ACCT-IGD-18. Students will explore the origins of type by examining the evolution of letterforms.

A. Define the terms "pictograms" and "ideograms" and the distinctions between them and letterforms.

B. Outline the evolution of the alphabet, punctuation, upper case letters, lower case letters, and ligatures as elements of typography and explain the effect of each in its development.

C. Identify and describe how current communication technologies impact emerging trends in typography.

Academic Standards:

ELA10W2 The student demonstrates competence in a variety of genres.

ELA10RL5 The student acquires new vocabulary in each content area and uses it correctly.

ELA 10Rl2 The student identifies, analyzes, and applies knowledge of themes in literary works and provides evidence from the works to support understanding.

Sample Tasks:

• Develop a list of known pictograms and ideograms with a description of the
meaning of each, and then create five new examples of "grams" we might use today along with their meaning.

• Develop a PowerPoint presentation using animation to demonstrate the evolution of one of the elements of typography (e.g., punctuation, ligature).
• Create a timeline of the history of typography, linking the introduction of specific elements with references to at least two additional historical events that can be directly attributed to that element.
• Research how current trends in communication (e.g., I-M, text messaging) are influencing how type is used worldwide.

ACCT-IGD-19. Students will evaluate the function of typeface design in supporting legibility in a variety of media applications.

   A.   Define the concept of "mood and theme" in typography.
   B.   Identify effects applied to typefaces to achieve "readability" and evaluate when each is – or is not – appropriate to use.
   C.   Identify five major type categories and define the distinguishing characteristics of each.
   D.   Define the use of reverse type and the concept of weight and color as a typical effect.
   E.   Identify the four methods of alignment and describe how each impacts the presentation of type.
   F.   Identify the three forms of presentation for typefaces (packaging, signage, and multimedia) and describe how each medium defines the legibility of typefaces.

Academic Standards:
ELA10RL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in sophisticated literary works. The student composes essays, narratives, poems, or technical documents.
ELA10RL5 The student acquires new vocabulary in each content area and uses it correctly.
ELA10W3 The student uses research and technology to support writing.
ELA10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.
Sample Tasks:
• Create a "What's In a Name?" poster utilizing no more than two typefaces and a variety of effects to interpret the student's personality.
• Research a library of typefaces available in the computer lab to develop a list of "Favorite Fonts" organized by type category.
• Develop and present a "total team" project on type categories and how to identify each through their characteristics.

	• Demonstrate knowledge of type effects by applying to the existing text of a well-known fairy tale to interpret the story's mood. • Design and produce a promotional product; provide an example of how it would appear in each of the three identified media (desktop publishing, signage, Web page) and identify the distinctions in using each.
Learning Target:	**Students will express an understanding:** Graphic Communication Terms and Meanings The History of Graphic Design and Communications History of typographic forms Adobe InDesign Adobe Photoshop Planning a project from Brainstorming to completion
Success Criteria:	Students will display their understanding of the subject by responses to questions asked by the teacher. Test and Quiz scores. Successful completion of writing assignments. Successful completion of Adobe InDesign and Photoshop projects.
Activity(ies)/Assignment with Text and/or Links:	Google Slide Presentations on Type, Photoshop, InDesign, Composition, and Color slides. Typography tests Horror Comic Book Covers Cheat Sheet InDesign Project SkillsUSA Membership Drive Sutton Hou Helmet Project Brainstorming "Hunted House Fund Raiser"