

2022/2023

DAILY AGENDA TEMPLATE

Teacher(s): Mr. Neeld	Date: September 19th
Standards:	<p>TYPOGRAPHY</p> <p>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.</p> <p>ACCT-IGD-18. Students will explore the origins of type by examining the evolution of letterforms.</p> <p>A. Define the terms “pictograms” and “ideograms” and the distinctions between them and letterforms.</p> <p>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.</p> <p>C. Identify and describe how current communication technologies impact emerging trends in typography.</p> <p>Academic Standards:</p> <p>ELA10W2 The student demonstrates competence in a variety of genres.</p> <p>ELA10RL5 The student acquires new vocabulary in each content area and uses it correctly.</p> <p>ELA 10RI2 The student identifies, analyzes, and applies knowledge of themes in literary works and provides evidence from the works to support understanding.</p> <p>Sample Tasks:</p> <ul style="list-style-type: none">• 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.

GRAPHIC OUTPUT PROCESSES

Students will become familiar with the many ways images are created either physically or electronically by delineating through description

the differences between the various output processes and describing how each process creates or transfers an image. Students will describe how an image transitions through to a finished product and will participate in its development.

ACCT-IGD-20. Students will explore the different print processes.

- A. Create printed products by using at least two different print processes from design to completion.
- B. Describe the differences between the processes used.
- C. Identify the steps in making an image using one process.
- D. Demonstrate an understanding of the terms and technology of these processes.

Academic Standards:

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

ELA 10RI2 The student identifies, analyzes, and applies knowledge of themes in literary works and provides evidence from the works to support understanding.

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

Sample Tasks:

- Design and print a notepad.
- Design and print a flyer.
- Design and print a French fold greeting card, invitation, thank you card, or birthday card.

ACCT-IGD-21. Students will explore the different electronic imaging processes.

- A. Create images by using an electronic media process from concept to delivery.
- B. Identify the steps in making an image using one process.
- C. Demonstrate an understanding of the terms and technology of the process.

Sample Tasks:

- Design and produce an instructional lesson on graphic communications using electronic media.
- Design and develop a web page using HTML code, then improve it with web page development software.

List of Output Processes

Print Media
lithography
flexography
letterpress
gravure

	engraving etching pad printing laser print ink jet
Learning Target:	Students will express an understanding: Graphic Communication Terms and Meanings Typography Budgeting of a project (Haunted House) Adobe InDesign Adobe Photoshop Planning a project from Brainstorming to completion.
Success Criteria:	Test and Quiz scores. Successful completion of writing assignments. Successful completion of Adobe InDesign and Photoshop projects. Successful completion of Photography Projects. Successful completion of Video Projects. Successful completion of Typography Projects.
Activity(ies)/Assignment with Text and/or Links:	Confirm Champions Rally Information SkillsUSA SkillsUSA Contests and SSA Forms and Fees SkillsUSA Membership Drive SkillsUSA Championship Rally Brainstorming "Hunted House Fund Raiser" Quiz and Tests Typography Projects. Google Slide Presentations: History of Typography Introduction to Typography Typographic Terms Typography as Design