

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

TECHNOLOGY EDUCATION DEPARTMENT

DIGITAL MEDIA AND PHOTOGRAPHIC DESIGN

2

Grade Level: 10-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 25, 2008

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

Course Philosophy and Description

This course will focus on digital communication tools and techniques used to solve real world problems in communication and information technology. Students will learn to manipulate digital images including illustrations, photographs, animation and web-based images to solve challenges. In a creative environment, with current tools, students will be provided the opportunity to develop visual presentations, 2D and 3D products and prototypes. This course is designed to provide each student with an opportunity to experience integrating a variety of media to obtain unique results. As a culminating project, these results will be documented in their professional design portfolio.

Digital Media and Photographic Design II is a five credit elective course open to all students who have successfully completed Digital Media and Photographic Design I. Students should consider their personal interests and abilities in this subject area. The course constitutes an excellent career guidance experience due to the exploratory nature and variety of content. Occupational information is presented to help students decide whether or not to pursue additional study directed towards a related career, advanced studies, or simply to enhance vocational interests.

**Freehold Regional High School District
Course Map
Digital Media and Photographic Design II**

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
9.1.12B4, 9.2.12F1-5	Following safety procedures and using personal protection equipment will reduce the risk of injury.	What are the safety concerns to be considered when working in a lab setting in school or on the job? What hazards and dangers can Personal Protective Equipment (PPE) be used to protect against? What elements should an effective school/occupational safety and health program include in it?	Signed safety contracts.	Ongoing observations of students during safety situations. Student self-assessment of safety procedures.	Written and performance test to include safety scenarios and emergency situations.
9.2.12B2-3, 9.2.12D3-5	Self-management is a key to maximizing efficiency and preventing accidents	What hazards and dangers can Personal Protective Equipment (PPE) be used to protect against? What elements should an effective school/occupational safety and health program include in it?	Do Now Ice Breaker Activity	Ongoing observations of students during safety situations. Student self-assessment of safety procedures.	Self and Peer Assessment
9.1.12A2-3, 9.1.12B4-5	Working with other people is an important skill for life and the workplace.	What characteristics are essential to a functional team? What are the benefits of working in a team environment as opposed to individually?	Icebreaker Activity	Ongoing observations of students collaborating on projects.	Self and Peer Assessment
9.1.12B4, 8.1.12A8	Knowing how to create, save, retrieve, and produce electronic work is essential in the work place.	How is work done on a computer created and stored? What is the benefit of a computer network?	Ensure each student has network log on Do Now	Students save and send projects to Moodle for grading	Return graded work electronically
6.5.12B9, 8.1.12B2, 8.1.12B7	Use of various media and information adheres to legal and ethical laws.	What are the consequences of copying and pasting other people's work without permission?	Student signed acceptable use policy	Ongoing observations of students to prevent copyright infringement.	Self Assessment Require releases if © or ™ is used

¹ Including computer / information literacy, cross content work place readiness standards, and other relevant content area standards

6.1.12A1, 6.3.12H3, 8.1.12A5, 8.1.12A8, 8.2.12A1, 8.2.12A3	Type can be one of the most powerful tools available for shaping the way an audience perceives written and electronic information.	Do type fonts have gender? Can type fonts be inappropriate for any specific design?	Do now	Ongoing observations of students using various types	Self and peer assessment
1.3.12D1, 8.1.12B3-4, 8.1.12A5, 8.2.12A1, 8.2.12A3	All digital designers need to have knowledge of typography since most products require type or lettering	What kinds of products contain letters? Do you have a favorite type font?	Class discussion	Ongoing observations of students designing type	Portfolio review of type project/s
8.1.12B3, 8.1.12A5, 8.2.12A1, 8.1.12A6, 8.2.12B1-2, 8.2.12B6	The most important considerations when selecting type are readability, spacing, size, shape, placement and appropriateness to purpose.	What are some ways of changing the emphasis of text? What factors influence readability of type?	Do now	Ongoing observations of students Student reflection & modification of work	Portfolio review of type project/s
1.3.12D1, 8.1.12B12, 8.1.12A5, 8.2.12A1, 8.2.12B1, 8.2.12B6	Paper engineered designs involve an element of reader participation and interactive collaboration.	How are pop-up books different than a standard book? Does it take the same time to read a pop up book with 15 pages as it does a standard book?	Do now	Ongoing observations of students Student reflection & modification of work	Self and peer evaluations
1.1.12D1-3, 8.1.12B12, 8.1.12A5, 8.2.12A1, 8.2.12B1, 8.2.12C2-3	Paper engineering is a process that allows the designer to extend beyond 2D to 3D.	What skills developed in the process of paper engineering could apply to future projects?	Class discussion	Ongoing observations of students Student reflection & modification of work	Portfolio review of paper engineering challenge
1.2.12D2-3, 3.3.12D1, 3.3.12D2, 6.1.12A1, 8.1.12B9, 8.1.12A5, 8.1.12A7, 8.2.12A1, 8.2.12B2, 8.2.12B3	Animations consist of a series of 2D or 3D images or models shown in rapid succession in order to create an illusion of movement.	How are animations created? What are some different types of animations?	Do now	Ongoing observations of students Student reflection & modification of work	Self and peer evaluation
1.3.12D1, 6.3.12H3 8.1.12B1, 8.1.12B6, 8.2.12B2, 8.2.12B2-3	Flash technology has revolutionized animation and interactivity in web pages.	What makes a web page interesting? What are the practical applications of animation in a web page?	Class discussion	Ongoing observations of students designing animations	Portfolio review of paper engineering challenge

1.1.12D1-4, 8.1.12B1, 8.1.12B3	Consumers use the aesthetic appeal of a package as one factor in selecting products	What factors influence you in deciding to purchase one product over another?	Class discussion	Observe teams selecting and designing packages	Self and peer evaluation
6.5.12A4, 8.2.12B2, 8.2.12C1-3	Companies invest millions of dollars annually to invent new products and introduce new brands and lines.	Why is it important to consider environmental and financial constraints when designing a package?	Short pre-test	Ongoing observations of students	Quiz
1.1.12D1, 6.5.12B7, 8.1.12B3, 8.1.12B9, 8.2.12B1-2, 8.2.12C1-3	Package design and marketing images can be the key to success to ignite consumer interest in new products.	What types of products have you purchased because of the packaging? What types of products have you decided not to purchase because of the packaging?	Class discussion	Ongoing observations of students Student reflection & modification of work	Portfolio review of final package design Student presentations
1.1.12A1, 6.1.12A5, 1.5.12A2, 8.2.12A3	Photography, as both an art form and means of communicating, has become an essential process for visual expression.	How has the technological development of photography impacted our society?	Debate photography as an art form vs. communication tool	Ongoing observations of students	Self evaluation
1.5.12A1, 1.5.12B1, 6.1.12A5, 6.5.12B6, 8.2.12A3	The evolution of digital photography has transformed the photography industry.	What are the differences between traditional and digital photography? How have digital images changed our world?	Class discussion	Observe and guide students researching photo topics	Student oral presentations
8.1.12A8, 8.1.12B1, 8.2.12C3	Digital cameras and recorders, scanners, and editing packages help produce high quality, digitally enhanced photographs and images.	How do cameras record images? What advantage does a digital camera have over a traditional film camera?	Do now	Ongoing observations of students Student reflection & modification of work	Portfolio review of final package design Student presentations
9.1.12B4, 9.2.12F1-5, 8.2.12A1	Photographic equipment and accessories must be handled safely in accordance with manufacturer's specifications.	What can happen when technical equipment is mishandled? What safety factors should be considered when using batteries?	Safety pre-test Signed safety contract	Ongoing observations of students during safety situations. Student self-assessment of safety procedures.	Written and performance test to include safety scenarios and emergency situations.

1.1.12A1, 1.1.12B1, 8.1.12B1, 8.2.12B2	Photographs can be composed to influence the viewer physically, emotionally and intellectually.	What types of things affect the outcome of a photograph?	Class discussion	Ongoing observations of students	Student presentations
1.3.12D1, 8.1.12A6, 8.1.12A8, 8.1.12B1, 8.1.12B3-4, 8.1.12B9, 8.1.12B11, 8.2.12B2-3, 8.2.12C2-3	Page layout as well as image selection, size and placement can greatly affect the publication's purpose and effectiveness.	What are some variables that could affect the outcome of a publication?	Do now	Ongoing observations of students Student reflection & modification of work	Portfolio review of final publication
1.12A6, 6.5.12B6, 8.1.12A8, 8.1.12B1, 8.1.12B3	Desktop publishing increases productivity and affords the designer more time to be creative and experiment with ideas.	What is the difference between creating a publication manually or with the help of a computer?	Class discussion	Ongoing observations of students Student reflection & modification of work	Portfolio review of final publication
1.4.12B1-2, 1.4.12B2-3, 8.2.12B1-3, 8.2.12C2-3, 9.2.12A1-2, 9.2.12A4, 9.2.12B4	Portfolios are created to show growth, showcase current abilities and talents or to evaluate/critique cumulative achievement.	What are the benefits of keeping a copy of all your design projects for the year?	Class discussion	Ongoing observations of students Individual discussion of student portfolio	Self reflection, assessment and critique Teacher portfolio review each marking period
1.1.12B2, 1.4.12A2-3, 1.4.12B1, 8.2.12B1-3, 8.2.12C2-3, 9.2.12A1-2, 9.2.12A4, 9.2.12B4	Portfolios allow the student the opportunity for self-assessment and goal setting.	What part of the design process do you critique your work? What careers are related to digital media and photography?	Class discussion	Ongoing observations of students Individual discussion of student portfolio	Self reflection, assessment and critique Teacher portfolio review each marking period

**Freehold Regional High School District
Course Proficiencies and Pacing
Digital Media and Photographic Design II**

Unit Title	Unit Understandings and Goals	Recommended Duration
Class and Self Management/ Health and Safety Review	<p>Unit Understandings:</p> <ul style="list-style-type: none"> • Following safety procedures and using personal protection equipment will reduce the risk of injury. • Self-management is a key to maximizing efficiency and preventing accidents. • Working with other people is an important skill for life and the workplace. • Knowing how to create, save, retrieve, and produce electronic work is essential in the work place. • Information and various media can be copyrighted or trademarked to protect against illegal use. <p>Unit Goals:</p> <ul style="list-style-type: none"> • Students will be able to identify and implement proper safety in a work environment, including effectively working as a team. • Students will also be able to demonstrate how to create, save, and retrieve a digital file on the school's network. • Students will be able to demonstrate the legal and ethical use of information while respecting the property and rights of others in the electronic environment. 	1 week
Advanced Typographical Design	<p>Unit Understandings:</p> <ul style="list-style-type: none"> • Type can be one of the most powerful tools available for shaping the way an audience perceives written and electronic information. • All digital designers need to have knowledge of typography since most products require type or lettering. • The most important considerations when selecting type are readability, spacing, size, shape, placement and appropriateness to purpose. <p>Unit Goals:</p> <ul style="list-style-type: none"> • Students will be able to compare, contrast and select appropriate type fonts for design projects. • Students will be able to demonstrate skills in advanced typographic design and layout utilizing a computer. 	5 weeks
Introduction to Paper Engineering	<p>Unit Understandings:</p> <ul style="list-style-type: none"> • Paper engineered designs involve an element of reader participation and interactive collaboration. • Paper engineering is a process that allows the designer to extend beyond 2D to 3D. <p>Unit Goals:</p> <ul style="list-style-type: none"> • Students will be able to create a template for a 3 dimensional project. • Students will be able to perform at least 3 paper engineering processes successfully. • Students will be able to research, design and develop a 3D paper engineered project assigned by the teacher 	5 weeks
Introduction to Animation For the Web	<p>Unit Understandings:</p> <ul style="list-style-type: none"> • Animations consist of a series of 2D or 3D images or models shown in rapid succession in order to create an illusion of movement. • Flash technology has revolutionized animation and interactivity in web pages. <p>Unit Goals:</p> <ul style="list-style-type: none"> • Students will be able to develop an understanding of basic animation by creating images that are manipulated in a specific sequence to give the appearance of movement. • Students will be able to demonstrate the skills and apply their knowledge to create motion-tweening and shape-tweening animations. 	5 weeks

	<ul style="list-style-type: none"> Students will be able to describe several software products, systems and devices able to create or display Flash animations. 	
Package Design: Designing for the Consumer	<p>Unit Understandings:</p> <ul style="list-style-type: none"> Consumers use the aesthetic appeal of a package as one factor in selecting products. Global companies invest millions of dollars annually to invent new products and introduce new brands and lines. Package design and marketing images can be the key to success to ignite consumer interest in new products. <p>Unit Goals:</p> <ul style="list-style-type: none"> Students will be able to demonstrate the ability to solve design problems through the use of materials and structural design. Students will be able to manipulate text into a three-dimensional design. Students will be able to apply paper engineering techniques learned in Unit 3 to solve a packaging design challenge. 	5 weeks
The Digital Darkroom	<p>Unit Understandings:</p> <ul style="list-style-type: none"> Photography, as both an art form and means of communicating, has become an essential process for visual expression. The evolution of digital photography has transformed the photography industry. Digital cameras and recorders, scanners, and editing packages help produce high quality, digitally enhanced photographs and images. <p>Unit Goals:</p> <ul style="list-style-type: none"> Students will be able to differentiate between vector, raster and bitmap images in photographic software. Student will be able to demonstrate the proper use of various file formats including .jpeg, .tiff, .gif, .eps and .pdf. Students will be able to incorporate the creative use of text and graphics within a photographic image. 	3 weeks
Creating Images with Digital Photography	<p>Unit Understandings:</p> <ul style="list-style-type: none"> Photographic equipment and accessories must be handled safely in accordance with manufacturer's specifications. Photographs can be composed to influence the viewer physically, emotionally and intellectually. <p>Unit Goals:</p> <ul style="list-style-type: none"> Students will be able to demonstrate the basic operation and safe use of a digital camera. Students will be able to control proper exposure through the use of shutter speeds and f-stop settings. Students will be able to apply various lighting techniques to produce different effects while shooting photographs. Students will be able to arrange the compositional elements of a photograph to produce appealing results. 	5 weeks
Publication Design	<p>Unit Understandings:</p> <ul style="list-style-type: none"> Page layout as well as image selection, size and placement can greatly affect the publication's purpose and effectiveness. Digital publication design increases productivity and affords the designer more time to be creative and experiment with ideas. <p>Unit Goals:</p> <ul style="list-style-type: none"> Students will be able to develop skills to integrate artwork, images and text into one document using desktop publishing software. Students will be able to design and create a variety of printed documents applying color theory, design principles and production processes. Students will be able to develop skills in computer typesetting, illustration and page layout to produce camera ready art. 	4 weeks

Portfolio Development	<p>Unit Understandings:</p> <ul style="list-style-type: none">• Portfolios are created to show growth, showcase current abilities and talents or to evaluate/critique cumulative achievement.• Portfolios allow the student the opportunity for self-assessment and goal setting. <p>Unit Goals:</p> <ul style="list-style-type: none">• Students will be able to identify career opportunities and job outlooks related to digital media and photographic design.• Students will be able to develop a professional portfolio for post-secondary requirements and career possibilities.	1 week but ongoing throughout the year
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Freehold Regional High School District
Digital Media and Photographic Design II
 Unit 1: Class and Self Management / Health and Safety Review

Enduring Understandings: Following safety procedures and using personal protection equipment will reduce the risk of injury. Self-management is a key to maximizing efficiency and preventing accidents. Working with other people is an important skill for life and the workplace. Knowing how to create, save, retrieve, and produce electronic work is essential in the work place. Information and various media can be copyrighted or trademarked to protect against illegal use.

Essential Questions: What are the safety concerns to be considered when working in a lab setting in school or on the job? What protection can be used in a laboratory environment? What should be part of an effective safety program? What characteristics are essential to a functional team? What are the benefits of working in a team environment as opposed to individually? How is work done on a computer created and stored? What is the benefit of a computer network? What are the consequences of copying and pasting other peoples work without permission?

Unit Goal: Students will be able to identify and implement proper safety in a work environment, including effectively working as a team. Students will also be able to demonstrate how to create, save, and retrieve a digital file on the school’s network. Students will be able to demonstrate the legal and ethical use of information while respecting the property and rights of others in the electronic environment.

Duration of Unit: 1 week

NJCCCS: 6.5.12B9, 8.1.12A8, 8.1.12B2, 8.1.12B7, 9.1.12A2-3, 9.1.12B4-5, 9.2.12F1-5, 9.2.12B2-3, 9.2.12D3-5, 9.1.12A2-3

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the governing bodies that set safety laws? What is Personal Protective Equipment?	<ul style="list-style-type: none"> ● Practice the safe use of tools and equipment. ● Implement safety procedures in the classroom. ● Identify safety signage and the hazard the symbol is warning against. ● Model methods for maximizing personal productivity in a safe environment. ● Maintain the equipment in safe operating condition. 	<ul style="list-style-type: none"> ● Lecture ● PowerPoint presentation on classroom and occupational safety procedures, PPE and hazardous signage. ● Safety handouts and worksheets ● Safety video 	Students will type in word rules discussed in class, save and print their document to be kept in their portfolios. Teacher presentation on safety with PowerPoint Student created safety posters	Strategies to assess student learning and mastery of content and skills through varied assessments, including performance assessments Written and performance tests to include safety scenarios and emergency situations. Signed safety contracts.

<p>What are some key characteristics of team work?</p> <p>What are the advantages of working in groups?</p>	<ul style="list-style-type: none"> • Model methods for maximizing personal productivity in a safe environment. 	<ul style="list-style-type: none"> • Icebreaker sheets • “People Scavenger Hunt” sheets 	<p>Team building mini-activities</p> <p>Show video clips on tolerance and discuss differences.</p> <p>“People Scavenger Hunt” activity</p>	<p>Self and peer evaluations</p>
<p>Where are files stored on the network?</p> <p>How do you retrieve files from the network?</p> <p>How do you print documents?</p>	<ul style="list-style-type: none"> • Save and retrieve documents. • Print documents on specific output devices. 	<ul style="list-style-type: none"> • Computer with network connection. • Demonstration of creating, saving, and retrieving file. 	<p>Begin a paper or electronic portfolio to follow yearly progress including copies of safety rules.</p>	<p>Return assignments graded electronically through Moodle courseware</p> <p>Grade printed safety poster</p>
<p>Suggestions on how to differentiate in this unit: 1) Lecture and question 2) Watch a video on safety 3) Demonstrate safety equipment and PPE 4) Hang safety posters 5) Give a safety quiz either on paper or through the computer 6) Divide class in half and conduct an oral quiz type bowl</p>				

Freehold Regional High School District
Digital Media and Photographic Design II
 Unit 2: Advanced Typographic Design

Enduring Understandings: Type can be one of the most powerful tools available for shaping the way an audience perceives written and electronic information. All digital designers need to have knowledge of typography since most products require type or lettering. The most important considerations when selecting type are readability, spacing, size, shape, placement and appropriateness to purpose.

Essential Questions: Do type fonts have gender? Can type fonts be inappropriate for any specific design? What kinds of products contain letters? Do you have a favorite type font? What are some ways of changing the emphasis of text? What factors influence readability of type?

Unit Goal: Students will be able to compare, contrast and select appropriate type fonts for design projects. Students will be able to demonstrate skills in advanced typographic design and layout utilizing a computer.

Duration of Unit: 5 weeks

NJCCCS: 1.3.12D1, 6.1.12A1, 6.3.12H3, 8.1.12A5, 8.1.12A6, 8.1.12A8, 8.1.12B3-4, 8.2.12A1, 8.2.12A3, 8.2.12B1-2, 8.2.12B6

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How do you select type for a particular design project?	<ul style="list-style-type: none"> • Text classification • Type selection • Compare / contrast type families 	<ul style="list-style-type: none"> • Old magazines/newspaper • http://www.webmonkey.com/tutorial/Web_Typography_Tutorial_Lesson_1 • Examples of logos which could be posted to Moodle and/or hung around the classroom • http://www.slideshare.net/designeducation/typography-past-future-ii 	<p>Have students go through tutorial using old magazines or newspaper to locate examples</p> <p>Have student identify various type styles from worksheet (can be on Moodle)</p> <p>Have students brainstorm and develop their own personal logo using only shapes, lines and text.</p>	<p>Graded typography assignment</p> <p>Logo rubric</p>
How does type fit together on a page with graphic images?	<ul style="list-style-type: none"> • Infuse text into graphic images • Apply text on a path • Compound masks • Creation of text outlines • Copy fit text into graphics 	<ul style="list-style-type: none"> • Teacher handouts or posted to Moodle • Computer with internet capability and Illustrator/PhotoShop • http://www.photoshoproadmap.com/Photoshop-blog/2007/07/22/the-best-80-photoshop-text-effects-on-the-web/ • Teacher computer/laptop with LCD projector 	<p>Have student select or you can assign one of the 80 text effect tutorials to complete</p> <p>Guided practice and experimentation with text effects</p>	<p>Student critique</p>

<p>How can the use of specialized text effects enhance the final design?</p>	<ul style="list-style-type: none"> • Use filer and effect manipulation to generate creative typography • Fill shapes with text and objects • Warp, wrap and resize text • Create vector shapes from text • Manipulate text into a 3D design 	<ul style="list-style-type: none"> • Teacher handouts • Computer with internet capability and Illustrator/PhotoShop • Online tutorials for Expressive Type 	<p>Expressive type project</p> <p>Book or CD cover</p> <p>Poster or playbill for fall play</p>	<p>Self – evaluation</p> <p>Teacher evaluation with rubric</p> <p>Final project placed into portfolio</p>
<p>Suggestions on how to differentiate in this unit: 1)Lecture and question 2) Demonstrate PhotoShop procedures with LCD projector 4) Hang logo design samples 5) Post samples on Moodle page 5) Show a PowerPoint presentation and then post it with links to Moodle 6) Have students brainstorm ideas in teams 7) Have students cut out text samples and matching images and then glue on to a worksheet.</p>				

Freehold Regional High School District
Digital Media and Photographic Design II
 Unit 3: Introduction to Paper Engineering

Enduring Understandings: Paper engineered designs involve an element of reader participation and interactive collaboration. Paper engineering is a process that allows the designer to extend beyond 2D to 3D.

Essential Questions: How are pop-up books different than a standard book? Does it take the same time to read a pop up book with 15 pages as it does a standard book? What skills developed in the process of paper engineering could apply to future projects?

Unit Goal: Students will be able to create a template for a 3 dimensional project. Students will be able to perform at least 3 paper engineering processes successfully. Students will be able to research, design and develop a 3D paper engineered project assigned by the teacher

Duration of Unit: 5 weeks

NJCCCS: 1.1.12D1-3, 8.1.12B12, 8.1.12A5, 8.2.12A1, 8.2.12B1, 8.2.12B6, 8.2.12C2-3

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How does an interactive element impact a design?	<ul style="list-style-type: none"> • Definition and examples of 3D techniques for 2D materials and substrates • Interact elements engage the viewer 	<ul style="list-style-type: none"> • Paper (colored if possible) • 3D visual design samples • http://members.tripod.com/~PeterBudai/Origami/Folds_en.htm • http://www.origami.com/diagram.html • printed origami patterns with mountain-valley folds • http://www.flying-pig.co.uk/pdf/sheep.pdf 	Lecture with questioning and guided discussion Do now: Give each student 3 sheets of paper and have them fold each into thirds 3 different ways Origami activity	Self evaluation Grade brainstormed ideas (thumbnails)
What kinds of tools do you need to create 3D designs?	<ul style="list-style-type: none"> • Hobby knife safety • Use of a rule when scoring or folding 	<ul style="list-style-type: none"> • Hobby knife and cutting mat • Safety glasses or goggles • Copies of safety contracts • Safety test (written or online) 	Safety demonstration Demonstration on folding and scoring techniques	Signed safety contract Safety test
What mechanisms can be used to make a design more interesting?	<ul style="list-style-type: none"> • Die cuts • Interactive elements like flaps, folds and pull tabs • Folding 	<ul style="list-style-type: none"> • http://www.ceracera.com/ • Teacher handouts of design project and/or post to Moodle • Pop up book samples • Variety of paper stock (different weight, colors etc) • Computer with Illustrator / PhotoShop with laser printer • http://www.harperchildrens.com/howabook/noopop2.htm 	Create paper automata Problem based learning activity: design and create a pop up book.	Teacher evaluation with rubric Final project placed into portfolio Observations of

	/scoring techniques <ul style="list-style-type: none"> History of pop ups 	<ul style="list-style-type: none"> http://www.libraries.rutgers.edu/rul/libs/scua/montanar/p-ex.htm 		students following safety procedures
Is a 2D or 3D design more marketable?	Prepare a presentation of the final 3D engineering design project for the class Finalize and tweak 3D project	Multimedia presentation software like PowerPoint or Photo Story Tri-board or foam boards Spray mount /glue Computer/laptop with LCD projector	Distribute presentation rubric to set student expectations Guided assistance to prepare for presentation Provide individual feedback to each students	Self evaluation Oral presentation Teacher evaluation of presentation with rubric Final project placed into portfolio
<p>Suggestions on how to differentiate in this unit: 1) collect and display several pop-up books and 3D advertisements for inspiration 2) Show a video clip or PowerPoint with numerous examples of 3D advertisements or printed publications 3) Have students bring in samples of 3D printed projects from home 4) Display projects in a display case 5) Brainstorm ideas in a design team 5) Have students design collect samples of textures to be utilized in pop-up book design 6) Discuss and play several musical cards 7) Use fortune cookies as a lead in to discuss marketable 3D products</p>				

Freehold Regional High School District
Digital Media and Photographic Design II
 Unit 4: Introduction to Animation for the Web

Enduring Understandings: Animations consist of a series of 2D or 3D images or models shown in rapid succession in order to create an illusion of movement. Flash technology has revolutionized animation and interactivity in web pages.

Essential Questions: How are animations created? What makes a web page interesting? What are some different types of animations? What are the practical applications of animation in a web page?

Unit Goal: Students will be able to develop an understanding of basic animation by creating images that are manipulated in a specific sequence to give the appearance of movement. Students will be able to demonstrate the skills and apply their knowledge to create motion-tweening and shape-tweening animations. Students will be able to describe several software products, systems and devices able to create or display Flash animations.

Duration of Unit: 5 weeks

NJCCCS: 1.2.12D2-3, 1.3.12D1, 3.3.12D1, 3.3.12D2, 6.1.12A1, 6.3.12H3, 8.1.12B9, 8.1.12A5, 8.1.12A7, 8.1.12B1, 8.1.12B6, 8.2.12A1, 8.2.12B2, 8.2.12B3

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is Flash animation?	<ul style="list-style-type: none"> ● Introduction to Flash ● Understand the Timeline ● Rulers, grids and guides ● Property panel ● Zoom tool ● Draw simple graphics in color 	History of Animation: http://www.animated-divots.com/chrnearl.html Introductory tutorials like the ones below can be linked to a Moodle page: http://www.tutorialized.com/tutorials/Flash/1 http://www.flashkit.com/tutorials/Getting_Started/Beginnin-G_Bruce-779/index.php http://www.flashkit.com/tutorials/Getting_Started/How_to_m-mark-1137/index.php	Teacher demonstrations with LCD projector. Students note taking Follow flash tutorial independently after watching teacher	Self critique Tutorial submitted and graded through Moodle
How do you modify simple and complex	<ul style="list-style-type: none"> ● Text tool ● Modify 	Tutorials like the one below can be linked to a Moodle page: http://it.coe.uga.edu/studio/new_site_content/workshops/flash/basic-animation.html	Teacher demonstrations with LCD projector.	Self critique Tutorial

objects in Flash?	<ul style="list-style-type: none"> simple graphics • Create graphics • Grouping 	http://www.smartwebby.com/flash/text_basics.asp	<p>Follow flash tutorial independently after watching teacher</p> <p>Functions identification worksheet</p>	<p>submitted and graded through Moodle</p> <p>Grade worksheet</p>
What is the importance of layers in an animation?	<ul style="list-style-type: none"> • Organize layers • Onion skinning • Graphics in layers • Import non-Flash graphics • Raster into vector graphics 	<p>Tutorials like the one below can be linked to a Moodle page:</p> <p>http://www.flashkit.com/tutorials/Getting_Started/Flash_MX-Oleg_Laz-1116/index.php</p> <p>http://www.webdevelopersnotes.com/tutorials/flash/flash_tutorial_beginner_onion_skinning.php3</p> <p>http://www.informit.com/articles/article.aspx?p=421056</p>	<p>Teacher demonstrations with LCD projector.</p> <p>Follow flash tutorial independently after watching teacher</p> <p>Teacher feedback</p>	<p>Self critique</p> <p>Tutorial submitted and graded through Moodle</p>
How do you start creating a basic Flash animation?	<ul style="list-style-type: none"> • Create, modify and use symbols • Frame-by-frame animations • Editing speed or frame rate 	<p>Tutorials like the one below can be linked to a Moodle page:</p> <p>http://www.adobe.com/devnet/flash/articles/animation_guide_09.html</p> <p>http://www.awdsf.com/courseware/flash/flash2_frame_by_frame.htm</p>	<p>Teacher demonstrations with LCD projector.</p> <p>Follow flash tutorial independently after watching teacher</p> <p>Teacher feedback</p>	<p>Self critique</p> <p>Tutorial submitted and graded through Moodle</p>
What special techniques do you need to know to produce an interesting animation?	<ul style="list-style-type: none"> • Motion and shape tweening • Frame-by-frame motion • Move, rotate, scale and create color 	<p>Tutorials like the one below can be linked to a Moodle page:</p> <p>http://www.smartwebby.com/Flash/flash_animations.asp</p> <p>http://www.entheosweb.com/Flash/shape_tween.asp</p> <p>http://www.tizag.com/flashTutorial/flashmotiontween.php</p> <p>http://iit.bloomu.edu/vthc/Flash/MotionTween.html</p> <p>http://www.oman3d.com/tutorials/flash/morphing_bc/</p>	<p>Teacher demonstrations with LCD projector.</p> <p>Follow flash tutorial independently after watching teacher</p> <p>Frame and scene identification worksheet</p> <p>Teacher feedback</p>	<p>Self critique</p> <p>Tutorial submitted and graded through Moodle</p> <p>Grade worksheet</p> <p>Final project placed into portfolio</p>

	<ul style="list-style-type: none"> graphics Morphing graphics 			
What makes an animation an effective communication tool?	<ul style="list-style-type: none"> Actions panel Control playback export your movie in formats other than Flash Creation of student animation 	<p>Computer with animation software loaded</p> <p>Computer/laptop with LCD projector for presentation of final animation</p> <p>Copies of grading rubric or posted to Moodle</p>	<p>Distribute presentation rubric to set student expectations</p> <p>Guided assistance to prepare for presentation</p> <p>Provide individual feedback to each students</p>	<p>Self critique</p> <p>Oral presentation</p> <p>Teacher evaluation of animation with rubric</p>
<p>Suggestions on how to differentiate in this unit: 1) An audio element may be added to the animation project if time allows. 2) Tactile learners may enjoy working with a clay model and camera to create a claymation. 3) Students may want to work in teams to brainstorm ideas for their projects.</p>				

Freehold Regional High School District
Digital Media and Photographic Design II
 Unit 5: Package Design: Designing for the Consumer

Enduring Understandings: Consumers use the aesthetic appeal of a package as one factor in selecting products. Global companies invest millions of dollars annually to invent new products and introduce new brands and lines. Package design and marketing images can be the key to success to ignite consumer interest in new products.

Essential Questions: What factors influence you in deciding to purchase one product over another? Why is it important to consider environmental and financial constraints when designing a package? What types of products have you purchased because of the packaging? What types of products have you decided not to purchase because of the packaging?

Unit Goal: Students will be able to demonstrate the ability to solve design problems through the use of materials and structural design. Students will be able to manipulate text into a three-dimensional design. Students will be able to apply paper engineering techniques learned in Unit 3 to solve a packaging design challenge.

Duration of Unit: 5 weeks

NJCCCS: 1.1.12D1-4, 6.5.12A4, 6.5.12B7, 8.1.12B1-3, 8.1.12B9, 8.2.12C1-3

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What do advertisers do to sell products?	<ul style="list-style-type: none"> • Impact of package design to consumer • Elements of package design (logos, images, colors, text layout, packaging materials) • 	<ul style="list-style-type: none"> • Computer or laptop with LCD projector • PowerPoint on package design elements • Samples of good and bad packaging 	<p>Do now activity using various paper engineering techniques</p> <p>Lecture on elements of package design with a PowerPoint posed to Moodle</p> <p>Pass around samples of good and bad packaging</p> <p>Review of hobby knife safety procedures</p>	<p>PowerPoint worksheet</p> <p>Informal, ongoing observations of students following safety procedures</p>
How is a concept for a package design developed?	<ul style="list-style-type: none"> • Brainstorming ideas for a unique food package • Researching existing design on the web • Developing a sales pitch and company logo for new product • Color schemes • Product branding • Market survey 	<ul style="list-style-type: none"> • Package Design WebQuest: http://www.slideshare.net/bcole81/webquest-mass-media-tea-packaging 	<p>Class discussion</p> <p>Divide students into teams for the WebQuest</p> <p>Students should research using the resources in WebQuest</p> <p>Product survey</p> <p>Circulate and provide feedback as</p>	<p>Use the rubric included with the WebQuest</p>

			teams are working	
How is a container created for a product?	<ul style="list-style-type: none"> • Materials used • Environmentally friendly packages • Functionality • Template creation • Adhesives • Paper engineering of packaging • Safety considerations • Package designers and design careers 	<ul style="list-style-type: none"> • Selection of substrate materials and adhesives • Samples of recycled packaging and packaging that can be reused • Template samples • Packaging in varying stages of completion • Hobby knives and cutting mats • Inspirational package design sites: http://www.creativeinstinct.com/ 	<p>Class discussion on recyclable or reusable packaging</p> <p>Have a variety of materials for student experimentation</p> <p>Guided instruction on creating a template</p>	<p>Use the rubric included with the WebQuest</p> <p>Self and peer evaluation</p> <p>Class critique</p> <p>Final project placed into portfolio</p>
<p>Suggestions on how to differentiate in this unit: 1) Any type of food or product can be substituted for the tea in the webquest. 2) Team up with a Technology Design class to develop a package design for a product they developed 3) Students could work individually on the actual package instead of in a team 4) Students could also develop a formal presentation or animated commercial.</p>				

Freehold Regional High School District
Digital Media and Photographic Design II
 Unit 6: The Digital Darkroom

Enduring Understandings: Photography, as both an art form and means of communicating, has become an essential process for visual expression. The evolution of digital photography has transformed the photography industry. Digital cameras and recorders, scanners, and editing packages help produce high quality, digitally enhanced photographs and images.

Essential Questions: How did the development of photography impact the society? What are the differences between traditional and digital photography? How has the technological development of photography impacted our society? What advantage does a digital camera have over a traditional film camera?

Unit Goal: Students will be able to differentiate between vector, raster and bitmap images in photographic software. Student will be able to demonstrate the proper use of various file formats including .jpeg, .tiff, .gif, .eps and .pdf. Students will be able to incorporate the creative use of text and graphics within a photographic image.

Duration of Unit: 3 weeks

NJCCCS: 1.1.12A1, 1.5.12A2, 1.5.12B1, 6.1.12A5, 6.5.12B6, 8.2.12A3, 8.1.12A8, 8.1.12B1, 8.2.12C3

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How can you digitally restore a damaged continuous tone photograph?	<ul style="list-style-type: none"> • Converting and transferring images to your computer • Scanner use • Editing software • Types of digital files • Photo enhancement techniques 	<ul style="list-style-type: none"> • Computer with scanner and editing software • Several damaged continuous tone photographs (or can be brought in by students) • http://www.slideshare.net/iipvapi2008/digital-image-processing-services 	<p>Demonstrate how to use the scanner</p> <p>Demonstrate editing software with computer/laptop and LCD projector</p> <p>Students will restore a damaged continuous tone photograph</p>	<p>Rubric</p> <p>Self and peer evaluation</p> <p>Final project placed into portfolio</p>
What kinds of special effects can be applied to a digital photograph?	<ul style="list-style-type: none"> • Type of photographic special effects • Uses of digital images with special effect • Impacts of special 	<ul style="list-style-type: none"> • Computer with scanner and editing software • Copies of lesson plan templates • http://photoshopwire.tripod.com/tutorial/texture_special_effect_fx.htm 	<p>Demonstrate use of special effect filters</p> <p>Assign groups of students to research special effect areas of photography and have them teach the class</p>	<p>Rubric</p> <p>Self and peer evaluation</p>

	<ul style="list-style-type: none"> effects • Special effect filters • Vector conversion 			
Can a black and white photograph be colorized?	<ul style="list-style-type: none"> • Adding color to digital images • Scanning and modifying portraits • Exporting digital images • Photo retouching techniques 	<ul style="list-style-type: none"> • Computer with scanner and editing software • Internet access to download non-copyrighted photographs • Tutorials posted on Moodle or on handouts • http://www.absolutecross.com/tutorials/photoshop/photos/colorizing/ 	<p>Demonstrate how to colorize a black and white scanned photo</p> <p>Have students select one photo and colorize it first. Then have them rebuild, recreate and rearrange the photo digitally.</p>	<p>Rubric</p> <p>Self and peer evaluation</p> <p>Final project placed into portfolio</p>
<p>Suggestions on how to differentiate in this unit: 1) Students could team teach the lesson on special effects or prepare a PowerPoint and post on Moodle 2) Students could use a digital camera to capture a specific topic and then use special effects 3) Students could create a collaborative digital collage 4) This unit can be used to enhance the T.S.A. Imaging Technology competitive event.</p>				

Freehold Regional High School District
Digital Media and Photographic Design II
 Unit 7: Creating Images with Digital Photography

Enduring Understandings: Photographic equipment and accessories must be handled safely in accordance with manufacturer’s specifications. Photographs can be composed to influence the viewer physically, emotionally and intellectually.

Essential Questions: What can happen when technical equipment is mishandled? What safety factors should be considered when using batteries? What types of things affect the outcome of a photograph?

Unit Goal: Students will be able to demonstrate the basic operation and safe use of a digital camera. Students will be able to control proper exposure through the use of shutter speeds and f-stop settings. Students will be able to apply various lighting techniques to produce different effects while shooting photographs. Students will be able to arrange the compositional elements of a photograph to produce appealing results.

Duration of Unit: 5 weeks

NJCCCS: 1.1.12A1, 1.1.12B1, 8.1.12B1, 8.2.12A1, 8.2.12B2, 9.1.12B4, 9.2.12F1-5

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What makes a digital camera different from a 35mm camera?	<ul style="list-style-type: none"> ● Parts of the digital camera ● Photo file storage ● Exposure control ● F-stop and shutter speed ● Focus ● Accessories ● Special features ● Camera handling techniques 	http://photo.net/equipment/digital/basics/ Teacher handouts Digital camera Sample of various media storage devices PowerPoint presentation with camera parts highlighted and enlarged for all students to see	Demonstrate and model proper camera handling techniques and identify main parts of the digital camera Camera identification worksheet	Grade camera identification worksheet Quiz

<p>How do I make a photograph look interesting?</p>	<ul style="list-style-type: none"> • Composition • Visual themes • Framing • Rule of thirds • Camera angles and vantage points • Lighting • Perspective • Depth of field • Flash 	<p>Slideshow http://www.slideshare.net/mbchandar/hi-fi-imagery</p> <p>Teacher handouts</p> <p>Photo Scavenger Hunt handout</p> <p>Camera Operation assignment</p>	<p>Present photo slide show of great pictures and what makes them so interesting</p> <p>Class discussion</p> <p>Have students in teams complete a photo scavenger hunt</p> <p>Camera operation assignment requiring certain pictures</p>	<p>Rubric</p> <p>Self and peer evaluation</p> <p>Final project placed into portfolio</p>
<p>What should you look for when purchasing a digital camera?</p>	<ul style="list-style-type: none"> • Megapixels • Optical and digital zoom • LCD viewing screen • Focus controls • Software and accessories • Storage options • Batteries • Interfaces • Cost and warranty • Purchasing trade-offs 	<ul style="list-style-type: none"> • 3 or 4 spec sheets downloaded from the web for current and popular digital cameras • http://reviews.cnet.com/digital-camera-buying-guide/ • http://malektips.com/buying_a_digital_camera_help_and_tips.html 	<p>Give each student at least 3 spec sheets on current digital cameras and have them compare tradeoffs. Then have them select which camera they would purchase and explain their choice to the class.</p>	<p>Self evaluation</p> <p>Class participation</p>
<p>What kind of careers relate to digital photography?</p>	<ul style="list-style-type: none"> • Photo journalism • Forensic photographers • Portrait studio photographers • Sports/action photographers • Fashion photographers • Event photographers • Industrial photographers • Scientific photographers • Archivists • Fine art photographers • Amusement park 	<ul style="list-style-type: none"> • http://www.khake.com/page45.html • http://www.profotos.com/education/referencedesk/organizations/index.shtml • http://www.stockphoto.net/Associations.php 	<p>Students can create a career poster to recruit college students to pursue a career in that field.</p>	<p>Rubric</p> <p>Self evaluation</p> <p>Career poster placed into portfolio</p>

	<ul style="list-style-type: none"> photographers Nature photographers 			
<p>Suggestions on how to differentiate in this unit: 1)The career project can be changed to a class presentation 2) Student can bring in samples of different types of digital photos to be hung in the classroom 3) In lieu of the camera operation, students can be assigned to photograph the theme for the current year Technology Students Association “Imaging Technology” competition.</p>				

Freehold Regional High School District
Digital Media and Photographic Design II
Unit 8: Publication Design

Enduring Understandings: Page layout as well as image selection, size and placement can greatly affect the publication’s purpose and effectiveness. Desktop publishing increases productivity and affords the designer more time to be creative and experiment with ideas.

Essential Questions: What are some variables that could affect the outcome of a publication? What is the difference between creating a publication manually or with the help of a computer?

Unit Goal: Students will be able to develop skills to integrate artwork, images and text into one document using desktop publishing software. Students will be able to design and create a variety of printed documents applying color theory, design principles and production processes. Students will be able to develop skills in computer typesetting, illustration and page layout to produce camera ready art.

Duration of Unit: 4 weeks

NJCCCS: 1.12A6, 1.3.12D1, 6.5.12B6, 8.1.12A6, 8.1.12A8, 8.1.12B1, 8.1.12B3-4, 8.1.12B9, 8.1.12B11, 8.2.12B2-3, 8.2.12C2-3

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the elements of basic electronic page layout?	<ul style="list-style-type: none"> Importance of a dummy Page orientation Columns Margins Gutters Use of white space Text and graphic placement 	<ul style="list-style-type: none"> The Tech Know Project High School Teacher’s Guide #1, Centre Point Learning, Cincinnati, Ohio Book and CD-ROM (CD contains Power Points) or teacher can create their own Power Points Paper and pencils for 	<p>PowerPoint presentation that explains the best practices to be incorporated in any layout.</p> <p>Class discussion</p> <p>Students will create a dummy layout of a tri-fold brochure including measurements</p>	<p>Graded tri-fold brochure dummy layout with rubric</p> <p>Class participation</p>

	<ul style="list-style-type: none"> • Basic measurement • Font selection • Folding 	<ul style="list-style-type: none"> • dummy layouts • Instruction sheet 	Independent practice	
Why is image reproduction important when preparing a digital publication?	<ul style="list-style-type: none"> • Illustrations • Clipart • Photographs and digital images • Halftones • Cropping • Scaling • Vector and raster images • File formats 	<ul style="list-style-type: none"> • Newspapers • Magazines • Photographs • Clipart • Magnifying glass or printer's loop • Image Reproduction worksheet 	<p>Use a magnifying glass or printer's loop, have students examine halftone images for dots and lines</p> <p>Class discussion</p> <p>Teacher demonstration of scaling and cropping images</p> <p>Have students locate a sample of each kind of image from the web, newspapers and magazines and paste onto image reproduction worksheet</p>	<p>Graded Image reproduction worksheet</p> <p>Class participation</p> <p>Quiz</p>
What are the issues that play a considerable role in color reproduction of a digital publication?	<ul style="list-style-type: none"> • Primary colors • Secondary colors • Tertiary colors • Spot color • Color scheme • Pantone Matching System (PMS) • Process colors (CMYK) • Carrying a theme throughout the publication/s 	<ul style="list-style-type: none"> • Samples of black and white, 2 color and 4 color documents • Color transparencies • Paper fasteners • Glue • Scissors • Cardstock • Hole punch • Photocopies paper templates from: http://crafts.kaboose.com/color-wheel.html 	<p>Have students look at a variety of black and white, 2 color, and 4 color printed documents to compare and discuss the effectiveness of each sample.</p> <p>Have students create their own color wheel with color transparencies</p> <p>Teacher PowerPoint that explains spot color and full color process.</p>	<p>Observations and guided feedback of students selecting appropriate color schemes for their publication projects.</p> <p>Self Evaluation</p> <p>Graded color wheel</p> <p>Quiz on spot and process color</p>
How do I meet project specifications working under design constraints?	<ul style="list-style-type: none"> • Copy fitting • Pagination • Principles of design • Meeting client specifications • Continuing a theme throughout a grouping of pieces • Desktop publishing software • "Pre-flight" examination • Importing and exporting 	<ul style="list-style-type: none"> • Copies of the current Technology Student Association (TSA) rules for the Desktop Publishing competitive event • http://tsaweb.org • Computer with desktop publishing software • Laser printer • Paper 	<p>Students will brainstorm and develop a mock-up dummy for the three required pieces of the TSA Desktop Publishing competitive event which are:</p> <ol style="list-style-type: none"> 1. poster 2. tri-fold brochure 3. three column newsletter <p>The publications will be based on a theme chosen each year by TSA</p>	<p>TSA Desktop publishing rubric</p> <p>Self Evaluation</p> <p>All three pieces placed into student portfolio</p>

	<ul style="list-style-type: none"> files • .PDF file creation 			
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Suggestions on how to differentiate in this unit: 1) In lieu of the TSA Desktop Publishing project, teachers may opt to have students create a multiple page magazine layout, or 2) design and produce a media campaign (including poster and playbill) for a school play. The color wheel project could be taught with tempera paints or even with color wheel worksheets to be completed with markers or colored pencils.

Freehold Regional High School District
Digital Media and Photographic Design II
 Unit 9: Portfolio Development

Enduring Understandings: Portfolios are created to show growth, showcase current abilities and talents or to evaluate/critique cumulative achievement. Portfolios allow the student the opportunity for self-assessment and goal setting.

Essential Questions: What are the benefits of keeping a copy of all your design projects for the year? What part of the design process do you critique your work? What careers are related to digital media and photography?

Unit Goal: Students will be able to identify career opportunities and job outlooks related to digital media and photographic design. Students will be able to develop a professional portfolio for post-secondary requirements and career possibilities.

Duration of Unit: 1 week but ongoing throughout the year

NJCCCS: 1.1.12B2, 1.4.12A2-3, 1.4.12B1-3, 8.2.12B1-3, 8.2.12C2-3, 9.2.12A1-2, 9.2.12A4, 9.2.12B4

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
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<p>What pieces should be placed into my portfolio?</p>	<ul style="list-style-type: none"> • Level and quality of pieces • Neatness and accuracy • Photographing 3D pieces • Mounting of pieces • Layout and placement • Organization 	<ul style="list-style-type: none"> • Sample portfolios • Portfolio check sheet for each marking period • Computer with laser printer • http://www.adigitaldreamer.com/articles/graphic-design-portfolio.htm • http://www.10yetis.co.uk/newsletters/tips-creating-design-portfolio.html 	<p>Have students design the cover for their portfolio and print it out</p> <p>Provide individual feedback to each student on a regular basis</p> <p>“Pop” portfolio checks to ensure each student is placing their best pieces in their portfolios</p>	<p>Collect and grade design portfolios each marking period</p>
<p>What opportunities does the completed portfolio afford a student?</p>	<ul style="list-style-type: none"> • Design and art schools • High school and post-high school employment • Digital design careers • Job outlook for design careers • Freelance work 	<ul style="list-style-type: none"> • http://www.designschools.com/ • http://www.artschools.com/ • http://www.graphicdesignschools.com/ • http://www.bls.gov/OCO/ 	<p>Post a list of local and prominent design schools on Moodle</p> <p>Create and maintain a bulletin board of local job opportunities in digital media and photography</p> <p>Invite guest speakers from local businesses, industry and colleges/universities to class</p>	<p>Grade career posters using a rubric</p>
<p>Suggestions on how to differentiate in this unit: 1) This portfolio could be produced as a multimedia presentation and posted to Moodle 2) Develop and hold a digital media and photography career day 3) hang posters from various design schools around the classroom 4) If time permits, students could create a web folio and post it to Moodle 5) Students may also opt to burn several CD-ROMs of their work. The CD should have a label designed specifically by the student.</p>				