

Desktop Publishing with Graphic Design Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLs and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

Lower Cape May Regional School District

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District (Desktop Publishing with Graphic Design/Business) Curriculum	
Content Area: Business	
Course Title: Desktop Publishing with Graphic Design	Grade level: 9- 12
Unit 1: Elements and Principles of Design	3 Weeks
Unit 2: Design Fundamentals and Typography	8 Weeks
Unit 3: Pixel Based (Adobe Photoshop)	4 Weeks
Unit 4: Vector Based (Adobe Illustrator)	5 Weeks
Date Created: July 2020	Board Approved On: 07/23/20

Lower Cape May Regional School District (Desktop Publishing with Graphic Design/Business) Curriculum Unit 1 Overview
Content Area: Business
Unit Title: Elements of Principles and Design
Target Course/Grade Level: 9-12
Unit Summary:

Students will be able to create, evaluate, and analyze the elements and principles of design. Students will learn about design elements (i.e. color, line, shape, space, texture, and value) through projects by creating and using hands on materials such as paint, pastels, and colored pencils and then applying their creation to different graphic software. Students will also learn the principles of design (i.e. balance, contrast, emphasis/dominance, harmony, movement/rhythm, proportion, repetition/pattern, unity, and variety) through original projects. Each project includes self-reflection and a peer review, with class presentations.

Interdisciplinary Connections:

- **Mathematics:** Students will use geometry to map out different elements and principles of design. Three-dimensional forms are investigated through additive and subtractive sculpture exercises.
- **History:** Students are introduced to the art of various artists and cultures to expand their appreciation of the role of the arts in different societies.
- **Biology:** Students will explore nature to examine how the elements and principles of art are naturally present.

21st Century Themes, Skills, and Standards:

- Career Ready Practices CP1 through CP12 [Link](http://www.state.nj.us/education/cccs/2014/career/)
- Example: Technology utilization in the form of desktop computers, internet resources, Microsoft Publisher and Adobe InDesign, printers
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.

1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras
8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review. The effects of technology on the environment.
8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product. The attributes of design.
8.2.12.C.1	Explain how open source technologies follow the design process.
8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • How are art elements and design principles used to organize and express ideas? • How does creativity help us solve problems? • How do design elements and principles help us create art? How do they affect a composition? • Why is craftsmanship important? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Through visual understanding, you can express yourself. • How to observe and make inferences regarding similarities and differences of art and design across a variety of cultural contexts. • The elements and principles of design provide the tools for visual expression. • Art provides a framework for viewing the world.

<ul style="list-style-type: none">• How can you use contour lines to describe shape? What can you do with a pencil to describe form?• What is the difference between shape and form?• How does positive and negative space interact in a composition?• How can an artist create mood through color?• How do you make colors lighter and darker?• How can the placement of color in a picture affect the composition and mood?• How has color evolved in artwork throughout history? What does it tell you about the period and style?	<ul style="list-style-type: none">• The basic principles of graphic design.• Design is primarily used to solve problems and help people filter the massive amount of information and data they encounter on a daily basis.• Design surrounds us every moment of our life, and we are interacting constantly.• How and when to use .pub, .psd, .pdf, .ai, .ind• How and when to use .jpg, .tiff, .gif• When to use Publisher, InDesign, Photoshop, and Illustrator
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none">• Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own• Describe the principles of design as used in works of art, focusing on dominance and subordination• Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work• Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none">• Students will be able to remember by defining, understand by categorizing, apply by sketching, analyze by organizing, evaluate by criticizing, and create by composing each design element and principle in their program, using a different art media for each.• Students will be able to critique each other's work.• Students will be able to log in and make folders to organize their work.• Students will be able to store projects on the computer.• Students will be able to save their work appropriately.• Students will be able to name, copy, and organize files.

<ul style="list-style-type: none">• Analyze the material used by a given artist and describe how its use influences the meaning of the work• Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts	<ul style="list-style-type: none">• Students will be able to recognize and analyze various forms of graphic communication.• Students will be able to identify a variety of media and techniques used in graphic communications.• Students will be able to identify varying file formats and saving locations.• Students will be able to manage files effectively.• Students will be able to demonstrate various computer operations using appropriate software such as Microsoft Publisher, Adobe InDesign, Adobe Photoshop and Adobe Illustrator.
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**Lower Cape May Regional School District (Desktop Publishing with Graphic Design/Business)
Curriculum
Unit 2 Overview**

Content Area: Business

Unit Title: Design Fundamentals, Templates, and Typography

Target Course/Grade Level: 9-12

Unit Summary:

Students will be able to collect graphics and other materials they will need and format them into a finished product. They are also responsible for correcting spelling errors and punctuation and occasionally write their own original content.

Computers are used to design various layouts for print or online publications. Things like font, spacing, text, background color, and illustration size have to be considered in order to make each page look as good as possible. They will learn how to set documents up for print or digital. Students will create layouts for magazines, books, brochures, webpages, and newspapers using a template of creating the layout from scratch.

Interdisciplinary Connections:

History: Typography has changed and evolved throughout history, and different cultures have used typography to display messages throughout time.

Mathematics: Measurement and scale are used when designing typography.

21st Century Themes, Skills, and Standards:

- Career Ready Practices CP1 through CP12 Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of desktop computers, internet resources, Microsoft Publisher and Adobe InDesign, printers
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
9.3.12.AR-PRT.2	Demonstrate the production of various print, multimedia or digital media products.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-PRT.3	Perform finishing and distribution operations related to the printing process.

9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras
8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review. The effects of technology on the environment.
8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product. The attributes of design.
8.2.12.C.1	Explain how open source technologies follow the design process.
8.2.12.E.2	Analyze the relationships between internal and external computer components.
8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • What impact does font type have on the ability of your document to convey an effective message? • How can color affect the mood or feeling of text or a document? • How are tables useful in a Publisher or InDesign document? • Why would I choose to use a table in a Publisher or InDesign document? • What advantages are there to using a text box in a InDesign, instead of simply typing text? • What advantages are there to using word art in Publisher document, instead of simply typing text? • How are columns useful in a Publisher or InDesign document? • How can I use columns in a Publisher or InDesign document to create a folded document such as a booklet? • When columns are inserted into a document, which columns represent the front and back cover of a folded document? • How are columns useful in a document? • How can I use columns in a Publisher or InDesign document to create a newsletter? • How are columns useful in a Publisher or InDesign document? • How can I use columns in a Publisher or InDesign document to create a newsletter? • What are some situations in which MS Publisher or InDesign would be applicable in class, at home or in the business world? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • be aware of concerns in using technology -- including ethics and legal issues. • identify common techniques and tools used in Microsoft Word to format documents and it's limits. • identify common techniques and tools used in Microsoft Publisher and InDesign to format documents. • search the Internet for appropriate resources using search engines. download graphics and text. • create interesting and creative projects covering learned topics.
<p>Unit Objectives: <i>Students will know....</i></p>	<p>Unit Objectives: <i>Students will be able to.....</i></p>

<ul style="list-style-type: none">• define common Desktop Publishing terminology.• identify and explain the steps involved in the publishing and printing process.• explain the progression of Desktop Publishing throughout history.• summarize the advantages and disadvantages of using Desktop Publishing software.• identify and explain the function of each component of the Desktop Publishing document: content provider, layout specialist, designer.• demonstrate the effects of word processor formats when placing files into a Desktop Publishing program.• create a word-processed document with no formatting and place it into a document using Desktop Publishing software where the text will be formatted.• edit placed text, by upgrading links.• apply principles of good page layout and design to create single and multiple page documents containing graphic illustrations.• apply type specifications and tools such as leading, kerning, shadow and hyphenation to refine the appearance of text on a page.• locate and select or create appropriate graphic illustrations; crop, resize and edit illustrations as necessary using graphic editing software.• use the graphic tools in the Desktop Publishing program to add graphic effects such as borders, rules, shading, colors, gradients, and stroke size and style.• wrap text around a graphic with proper spacing or padding.• choose the correct printer from the network and properly print either one sided or two-sided, long edge binding or short edge binding.• use a scanner to import photographs. <p>download photographs from a digital camera and place them into a desktop publishing document.</p>	<ul style="list-style-type: none">• Student-created drawings• Typography project Typeface/font<ol style="list-style-type: none">1. Vertical/horizontal scale2. Leading3. Drop cap4. Hyphenation5. Indenting6. Tracking7. Alignment8. Skewing• Menu• Tri-fold travel brochure• Autobiography/storybook with cover scanned in or digital picture• Magazine cover (original design)• Newsletter - tabloid• Replicate newspaper ad• Reformatting of historical document using text threading and eliminating widows and• orphans (e.g. Declaration of Independence)• School Newspaper
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**Lower Cape May Regional School District (Desktop Publishing with Graphic Design/Business)
Curriculum
Unit 3 Overview**

Content Area: Business

Unit Title: Pixel Based Software (Adobe Photoshop)

Target Course/Grade Level: 9-12

Unit Summary:

Students will be presented with a series of design challenges that can be resolved through design thinking and the use of pixel graphics and that can be created with digital art software such as Adobe Photoshop.

Interdisciplinary Connections:

Mathematics: Students will use geometric theories and measurements to perfect their design in Adobe Photoshop.

21st Century Themes, Skills, and Standards:

- Career Ready Practices CP1 through CP12 Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of desktop computers, internet resources, Microsoft Publisher and Adobe InDesign, printers
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #

Cumulative Progress Indicators (CPI) for Unit

9.3.12.AR-PRT.2

Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-PRT.3	Perform finishing and distribution operations related to the printing process.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras
8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review. The effects of technology on the environment.
8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product. The attributes of design.
8.2.12.C.1	Explain how open source technologies follow the design process.
8.2.12.E.2	Analyze the relationships between internal and external computer components.
8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).

<p>8.2.12.E.4</p>	<p>Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).</p>
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • How can you become familiar with pixel graphic editing and drawing tools? • How can you develop your own pixel graphics? • How can you determine when pixel art is the appropriate design solution? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Pixel graphics allow a great amount of detail, depending on the image resolution (i.e. the number of pixels used). • All people, but designers specifically, have a unique set of ethical responsibilities regarding intellectual property, privacy, and other legal and social concerns related to information technology. • Pixel based and vector based graphics are the two primary formats used for desktop publishing, and use of programs including Adobe Photoshop (pixels) and Illustrator (vectors) is standard throughout the design industry.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • Students will be able to utilize a few of the basic drawing and image editing tools. • Students will be able to experiment with drawing and image editing tools to create a small Photoshop design. • Students will be able to complete a series of brief tutorials that introduce the various functions (e.g., use of layers, filters, color 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Solve a visual arts problem that involves the effective use of the elements of art and the principles of design • Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills • Develop and refine skill in the manipulation of digital imagery (either still or video)

<p>editing, and clone stamp) of Adobe Photoshop.</p>	<ul style="list-style-type: none">• Review and refine observational drawing skills• Create an expressive composition, focusing on dominance and subordination• Create a two- or three-dimensional work of art that addresses a social issue
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**Lower Cape May Regional School District (Desktop Publishing with Graphic Design/Business)
Curriculum
Unit 4 Overview**

Content Area: Business

Unit Title: Vector Based Software (Adobe Illustrator)

Target Course/Grade Level: 9-12

Unit Summary:

Students will be presented with design challenges that can be resolved through design thinking and the use of vector graphics and that can be created with digital art software such as Adobe Illustrator.

Interdisciplinary Connections:

Mathematics: Geometry is used to create multiple page layouts.

21st Century Themes, Skills, and Standards:

- (Career Ready Practices CP1 through CP12 Link <http://www.state.nj.us/education/cccs/2014/career/>)
- Example: Technology utilization in the form of desktop computers, internet resources, Microsoft Publisher and Adobe InDesign, printers
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity,

innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
9.3.12.AR-PRT.2	Demonstrate the production of various print, multimedia or digital media products.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-PRT.3	Perform finishing and distribution operations related to the printing process.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras
8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review. The effects of technology on the environment.
8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used

	<p>for the design, creation and maintenance of a chosen product. The attributes of design.</p>
8.2.12.C.1	<p>Explain how open source technologies follow the design process.</p>
8.2.12.E.2	<p>Analyze the relationships between internal and external computer components.</p>
8.2.12.E.3	<p>Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).</p>
8.2.12.E.4	<p>Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).</p>
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • How can you become familiar with vector graphic drawing tools? • How can you develop your own vector illustration? • How can you determine when vector art is the appropriate design solution? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Critical thinking, problem solving, decision making, and inquiry are all integral parts of the process of design. • Vector art is scalable, without loss of image quality, distortion, or pixilation. • How technology has changed the expression of art and design. • The emerging trends in social media, art, design, and the corresponding cultural implications attached to trends of today.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • Students will be able to utilize a few of the basic drawing and image editing tools. • Students will be able to experiment with drawing and image editing tools to create a small Illustrator design. • Students will be able to create a vector logo 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Solve a visual arts problem that involves the effective use of the elements of art and the principles of design • Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills

<ul style="list-style-type: none">• Students will be able to create a vector graphic from a scanned object using the Live Trace and tracing tools	<ul style="list-style-type: none">• Develop and refine skill in the manipulation of digital imagery (either still or video)• Review and refine observational drawing skills• Create an expressive composition, focusing on dominance and subordination• Create a two- or three-dimensional work of art that addresses a social issue
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**Lower Cape May Regional School District (Desktop Publishing with Graphic Design/Business)
Curriculum
Evidence of Learning**

Specific Formative Assessments Utilized in Daily Lessons:

- Exit tickets
- Class Participation
- Research/design maintenance
- Composite presentation
- File Management
- Teacher Observation
- Classwork
- Kahoot
- Quizlet
- Google Forms

Summative Assessment Utilized throughout Units:

- Projects
- Peer and Self-critiquing
- Portfolios
- Quizzes/Tests

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:
<https://www.nj.gov/education/cccs/2014/career/93.pdf>

Project-based Learning Tasks:

- Create Flyers using a template
- Create Flyer without a template
- Create One Column Newsletter using a template
- Create two – three column Newsletter using a template
- Create Newsletters without a template
- Create objects using shape tools
- Create a movie poster of Alfred Hitchcock using the shape tools
- Create a brochure using a template
- Create a brochure without a template
- Create a magazine cover
- Create a two-page spread
- Create an image using layers
- Touch up old or damaged photos
- Create a clipping mask
- Create repeat patterns in Illustrator
- Create a logo
- Recreate a famous cartoon character using the drawing tools
- Live trace a scanned image

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate,

students will develop proficiency with MLA or APA format as applicable.

Technology:

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
- Microsoft Publisher
- Adobe InDesign
- Adobe Photoshop
- Adobe Illustrator
- Adobe Acrobat
- Canva
- Photopea
- Google Classroom
- Google Slides
- Google Forms
- YouTube
- Internet
- File organization locally and through the network
- Printers
- Canon DSLR Cameras

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
- YouTube videos for supplemental resources
- Newspapers, magazines, digital publications as examples
- CTEOnline.com

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words),

so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the

	teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher

	produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).

<p>Literature circles</p>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>
<p>Learning Centers</p>	<p>A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<p>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>

Curriculum development Resources/Instructional Materials:

List or Link Ancillary Resources and Curriculum Materials Here:

- <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
- <http://www.corestandards.org/>
- <http://www.nj.gov/education/cccs/2014/career/93.pdf>

Board of Education Approved Text(s)

- Blanc, Iris. *Desktop Publishing Activities*. South-Western Educational Pub., 1998.
- Botello, Chris. *Adobe Illustrator CS2 Revealed*. Thomson Course Technology, 2006.
- Botello, Chris. *Adobe InDesign CS2 Revealed*. Thomson Course Technology, 2006.
- Reding, Elizabeth Eisner. *Adobe Photoshop CS2 Revealed*. Thomson/Course Technology, 2006.
- Shelly, Gary B., et al. *Microsoft Publisher 2002: Complete Concepts and Techniques*. Course Technology, 2002.

