

Board Approved July 2013
 Publication Management

Week	Marking Period 1	Week	Marking Period 3
1	Opening Benchmark Assessment	21	
2	Establish the basic elements of publishing	22	
3	Establish the various leadership roles and communication that are industry- specific	23	
4	Industry –specific terminology	24	
5	Examine the creation process	25	
6	Determine a unifying concept for publication	26	
7	Establish theme, tone and integration of design; digitally organize materials and files	27	
8	Analyze fonts and alignment	28	
9	Research and report on historical fonts	29	
10	Create a resume with 2 different fonts and character treatments.	30	
Week	Marking Period 2	Week	Marking Period 4
11	Examine different forms of reporting: open-ended, close ended, and follow up	31	
12	Demonstrate an understanding of the basic characteristics of a digital camera	32	
13	Effects of photography: energy, conflict and story	33	
14	Edit and manipulate graphics using crop, flip, color, resize, frame and shadow.	34	
15	Design elements: line, mass, shape, color, value and space	35	
16	Create pages: insert templates, backgrounds, texts, photos, captions	36	
17	Desktop publishing	37	
18	Create corporate branding and company specific stationary	38	
19	Express comprehension of eye flow, dominant elements and white space.	39	
20	Closing Benchmark Assessment/Final exam	40	

Unit 1							
Topic Introduction to Publication Management							
Essential Questions							
<ul style="list-style-type: none"> • What is publication management? • What are the various outlets and career opportunities of desktop publishing? 							
Enduring Understandings							
<ul style="list-style-type: none"> • Students will evaluate the purposes, features, and function of desktop publishing. • Students will demonstrate organizational and professional skills. 							
NJCCCS	21st-Century Life and Careers <ul style="list-style-type: none"> ▪ WORK.9-12.9.1.12 B.5 - Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills. ▪ WORK.9-12.9.1.12.1 - The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. ▪ WORK.9-12.9.1.12.1 - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. ▪ WORK.9-12.9.1.12.E.4 Predict the impact of emerging media technologies on international business and globalization. ▪ WORK.9-12.9.2.12.A.5 Evaluate current advances in technology that apply to a selected occupational career cluster. 						
	Technology <ul style="list-style-type: none"> ▪ TEC.9-12 Technology products and systems impact every aspect of the world in which we live. ▪ TEC.9-12 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning. ▪ TEC.9-12 Discuss and/or demonstrate the capability of emerging technologies and software in the create of documents or files. 						
Key Concepts and Skills							
Students will be introduced to and demonstrate basic elements and knowledge of publication management. An understanding of the elements and principles of publishing is essential to the creative process.							
Learning Activities							
<ul style="list-style-type: none"> • Establish the basic elements of publishing by defining terminology. • Recognize the various leadership roles and communication that are industry specific. • Examine the creation process: press room, imaging, printing and binding. 							
Assessments							
<ul style="list-style-type: none"> • Course Rubric established; preparation, punctuality, effort, timelines • Class Discussion/ group critique/instructor feedback • Performance • Observation • Demonstration 							
21st Century Skills							
	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

Unit 2							
Topic	Planning						
Essential Questions							
<ul style="list-style-type: none"> • How are publications planned and created? • How does one create a theme and carry out in a publication? • How does one integrate design and theme? • What are the various forms of visual and written format? 							
Enduring Understandings							
<ul style="list-style-type: none"> • Students will implement planning strategies for theme, concept and message. • Students will apply principles and techniques of publication design and layout. • Students will demonstrate an understanding of integrated theme and design. • Students will develop and demonstrate desktop publishing software skills. 							
NJCCCS	21st-Century Life and Careers <ul style="list-style-type: none"> ▪ WORK.9-12.9.1.12 B.5 - Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills. ▪ WORK.9-12.9.1.12.1- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. ▪ WORK.9-12.9.1.12.1 - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. ▪ WORK.9-12.9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences ▪ WORK.9-12.9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity using various digital media outlets. 						
	Technology <ul style="list-style-type: none"> ▪ TEC.9-12 The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. ▪ TEC.9-12 The use of digital tools enhances creativity and the construction of knowledge. ▪ TEC.9-12 Produce and edit page layouts in different formats using desktop publishing and graphics software ▪ TEC.9-12.8.1.12.A.2 Produce and edit a multipage document for a commercial or professional audience using desktop publishing software. 						
Key Concepts and Skills							
Students will demonstrate the knowledge they have acquired regarding planning large and small volumes of print.							
Learning Activities							
<ul style="list-style-type: none"> • Planning content and scheduling timelines with ladders, multiples and signatures. • Determining a unifying concept for the publication. • Establishing theme, tone, and integration of design. • Display ability to digitally organizing materials and files. 							
Assessments							
<ul style="list-style-type: none"> • Course Rubric established; preparation, punctuality, effort, timelines • Class Discussion/ group critique • Performance • Observation • Demonstration • A scale of assessment criteria that accurately reflects the learning outcomes demonstrated by the task. 							
21st Century Skills							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills		Information Literacy		Media Literacy		

Unit 3	
Topic	Typography
Essential Questions	
<ul style="list-style-type: none"> • Why should the student care about typography and fonts? • What is the history of fonts? • How do you create headlines and captions with impact? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will learn the historical foundations of typography. • Students will gain an understanding of the structure and use of type (typography). • Students will demonstrate skills regarding headlines and captions. 	
NJCCCS	<p>21st-Century Life and Careers</p> <ul style="list-style-type: none"> ▪ WORK.9-12.9.1.12 B.5 - Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills. ▪ WORK.9-12.9.1.12.1- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. ▪ WORK.9-12.9.1.12.1 - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. ▪ WORK.9-12.9.1.12.E.4 Predict the impact of emerging media technologies on international business and globalization. ▪ WORK.9-12.9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences ▪ WORK.9-12.9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets. ▪ WORK.9-12.9.2.12.A.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings. <p>Technology</p> <ul style="list-style-type: none"> ▪ TEC.9-12 The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. ▪ TEC.9-12 Technology products and systems impact every aspect of the world in which we live. ▪ TEC.9-12 Produce a multimedia project using text, graphics, moving images, and sound. <p>Visual and Performing Arts</p> <ul style="list-style-type: none"> ▪ AR.9-12.1.3.12.D.2 Produces and original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. ▪ AR.9-12.1.4.12.B.2 Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact the perceptions of its significance/meaning.
Key Concepts and Skills	
Students will be introduced to typography and its function in publishing, as well as its impact on titles.	
Learning Activities	
<ul style="list-style-type: none"> • Research historical aspects of font creation. • Create headlines and captions with visual appeal and content. • Analyze fonts, font families and alignment. 	

Assessments

- Course Rubric established; preparation, punctuality, effort, timelines
- Daily writing
- Class Discussion/ group critique
- Performance
- Demonstration
- Instructor feedback
- A scale of assessment criteria that accurately reflects the learning outcomes demonstrated by the task.

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills		Information Literacy		Media Literacy		

Unit 4							
Topic				Writing			
Essential Questions							
<ul style="list-style-type: none"> • What are the responsibilities of good journalism? • Why should the student be aware of copyrights and trademarks? • How does voice create impact and style? 							
Enduring Understandings							
<ul style="list-style-type: none"> • Students will understand guidelines for researching and writing the stories and captions. • Students will demonstrate ability to change style and voice of writing within different pieces to accommodate various themes. 							
NJCCCS	English Language Arts Standards						
	<ul style="list-style-type: none"> ▪ LA.9-10.CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ▪ LA.9-10.CCSS.ELA-Literacy.CCRA.RL.6 Assess how point of view or purpose shapes the content and style of a text. ▪ LA.9-10.CCSS.ELA-Literacy.W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 						
	21st-Century Life and Careers						
	<ul style="list-style-type: none"> ▪ WORK.9-12.9.3.12.C.16 Determine the consequences of quality control failures in the United States and in another country based on issues reported in the media. ▪ WORK.9-12.9.1.12.A.1 - Apply critical thinking and problem-solving strategies during structured learning experiences. ▪ WORK.9-12.9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. 						
	Technology						
	<ul style="list-style-type: none"> ▪ TEC.9-12.8.1.12.D.2 Demonstrate appropriate use of copyrights, fair use and creative commons. ▪ TEC.9-12. The use of digital tools and MEDIA-rich resources enhances creativity and the construction of knowledge. 						
Key Concepts and Skills							
Students will understand journalism as a form or writing. The learner will acquire the skills necessary for responsible, fair, and accurate reporting.							
Learning Activities							
<ul style="list-style-type: none"> • Analyze the differences between various forms of reporting such as open ended, close ended and follow-up. • Working in groups to determine reporting opportunities. • Identify the difference between concrete and abstract writing. • Recognize and express narrative and active voice past tense. • Demonstrate the ability to create copy for various topics and events. • Demonstrate proofreading and editing skills. 							
Assessments							
<ul style="list-style-type: none"> • Course Rubric established; preparation, punctuality, effort, timelines • Class Discussion/ group critique • Performance • Observation • Demonstration • A scale of assessment criteria that accurately reflects the learning outcomes demonstrated by the task. 							
21st Century Skills							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

Unit 5	
Topic	Photography& Digital Imaging
Essential Questions	
<ul style="list-style-type: none"> • How can a photograph tell a story? • How can a photograph portray conflict, character, and/or energy? • What are the basics of using Adobe Photoshop CS3? • How do graphics and photo treatments affect design and message? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will gain an understanding of photography and photo editing. • Students will learn the basic principles of combining digital elements and graphics with photography to create effect. 	
NJCCCS	<p>21st-Century Life and Careers</p> <ul style="list-style-type: none"> ▪ WORK.9-12.9.3.12.C.21 Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement. ▪ WORK.9-12.9.1.12.1 Digital media are 21st-century tools used for local and global communication. ▪ WORK.9-12.9.1.12.2 Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities. ▪ WORK.9-12.9.1.12.1 Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. <p>Technology</p> <ul style="list-style-type: none"> ▪ TEC.9-12.8.1.12.A.2 Produce and EDIT a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software. ▪ TEC.9-12. The use of digital tools enhances creativity and the construction of knowledge. <p>Visual and Performing Arts</p> <ul style="list-style-type: none"> ▪ AR.9-12.1.3.12.D.2 Produces and original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. ▪ AR.9-12.1.4.12.B.2 Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact the perceptions of its significance/meaning.
Key Concepts and Skills	
<p>Students will be introduced to and demonstrate basic knowledge needed to for photography and digital imaging. The learner will understand the major skills needed to edit and customize photographs and digital images for publication.</p>	
Learning Activities	
<ul style="list-style-type: none"> • Demonstrate an understanding of the basic characteristics of a digital camera: storage media, uploading, resolution, and zoom. • Identify the functions and techniques of photography (angles, light, etc). • Recognize the various effects of photography including energy, conflict, and story. • Work in groups to experiment with photography. • Demonstrate the process needed to photoshop and edit photos. • Edit and manipulate graphics using the following features: rotate, crop, flip, color, resize, frame, and shadow. • Recognize and express various forms and techniques of photo editing. 	

Publication Management

- Demonstrate importing graphics from file to clip art.

Assessments

- Course Rubric established; preparation, punctuality, effort, timelines
- Journal writing
- Class Discussion/ group critique
- Performance
- Observation
- Demonstration
- Instructor feedback
- A scale of assessment criteria that accurately reflects the learning outcomes demonstrated by the task.

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills		Information Literacy		Media Literacy		

Unit 6							
Topic	Design and Creation: Putting it All Together						
Essential Questions							
<ul style="list-style-type: none"> • What creates photo dominance and why is it needed? • How do eye flow and white space affect the design and feel of a page? • How can one create visual unity with content and graphics? 							
Enduring Understandings							
<ul style="list-style-type: none"> • Students will apply principles and techniques of publication design and layout. • Students will import, manipulate and integrate data and graphic images. • Students will develop and demonstrate desktop publishing software skills. 							
NJCCCS	<p>21st-Century Life and Careers WORK.9-12.9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. WORK.9-12.9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives. WORK.9-12.9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences. WORK.9-12.9.1.12.1 Digital media are 21st-century tools used for local and global communication.</p> <p>Technology TEC.9-12.8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software. TEC.9-12. Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.</p>						
Key Concepts and Skills							
Students will demonstrate the knowledge they have acquired to create an actual publication. The learner will understand the major skills needed to create publications from beginning to end by expressing proficiency developing theme, integrated design, journalism, layouts and photography.							
Learning Activities							
<ul style="list-style-type: none"> • Identify examples of basic design principles: balance, contrast, focal point, repetition, and unity. • Identify examples of basic design elements: line, mass, shape, color, value and space. • Demonstrate an understanding of generally accepted rules for design. • Create single and double spreads that incorporate an eyeline to link facing pages. • Express comprehension of eye flow, dominant elements, and white space. • Create pages and sections that are integrated and demonstrate visual unity. • Demonstrate ability to create pages – inserting templates, backgrounds, text, graphics, photos, captions, etc. 							
Assessments							
<ul style="list-style-type: none"> • Course Rubric established; preparation, punctuality, effort, timelines • Class Discussion/ group critique • Performance • Observation • Demonstration • A scale of assessment criteria that accurately reflects the learning outcomes demonstrated by the task. 							
21st Century Skills							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills		Information Literacy	x	Media Literacy		

Unit 7							
Topic	Expanding to Various Outlets						
Essential Questions							
<ul style="list-style-type: none"> • What are the various outlets in which desktop publishing can be expanded to? • How does branding increase your marketability? • How important is integrated marketing/design to the success of your publication? 							
Enduring Understandings							
<ul style="list-style-type: none"> • Students will apply knowledge of desktop publishing to create various materials. • Students will demonstrate the ability to create their own publications. 							
NJCCCS	<p>21st-Century Life and Careers WORK.9-12.9.2.12.1 Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle. WORK.9-12.9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt. WORK.9-12.9.2.12.A.5 Evaluate current advances in technology that apply to a selected occupational career cluster. WORK.9-12.9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities. WORK.9-12.9.3.12.C.10 Differentiate entrepreneurship opportunities as options for career planning, and identify the knowledge, skills, abilities, and resources required for owning a business.</p> <p>Technology TEC.9-12.8.1.12.A.4 Create a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements, and career aspirations. TEC.9-12.8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs. TEC.9-12.8.2.12.B.3 - Analyze the full costs, benefits, trade-offs and risks related to the use of technologies in a potential career path.</p>						
Key Concepts and Skills							
Students will demonstrate the knowledge they have acquired throughout the course to create a working press within the classroom. The class will experiment with company branding, magazines, business stationary, advertising, brochures, etc.							
Learning Activities							
<ul style="list-style-type: none"> • Explore the various outlets and uses of desktop publishing. • Combine learned skills of writing, photography, layout and typography to create a theme magazine within the class. • Demonstrate the ability to create content. • Work in groups to determine abilities and positions within the class “staff.” • Create various pieces, including business stationary, brochures, ads, cd labels, and flyers. • Demonstrate proofreading and editing skills. 							
Assessments							
<ul style="list-style-type: none"> • Course Rubric established; preparation, punctuality, effort, timelines • Class Discussion/ group critique • Performance • Observation • Demonstration • A scale of assessment criteria that accurately reflects the learning outcomes demonstrated by the task. 							
21st Century Skills							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills		Information Literacy	x	Media Literacy		