

DESE Model Curriculum: Graphic Arts/Desktop Publishing (CIP Code: 11.0103)

GRADE LEVEL/UNIT TITLE: 11-12/Demonstrate Typography Concept

COURSE INTRODUCTION		
Students develop proficiency in using graphic arts/desktop publishing software to create a variety of business publications such as flyers, brochures, newsletters, etc.		
Course rationale: This area of instruction provides content for employment in career areas which include graphic arts/desktop publishing skills. Demand in this area will continue to expand as businesses utilize advanced graphic arts skills to increase their production efficiency and improve the creativity and quality of business documents and publications.		
UNIT DESCRIPTION	SUGGESTED UNIT TIMELINE	
Typography speaks louder than words. Designers need to match their font style in their document to their audience.	2 weeks	
	CLASS PERIOD (min.)	55 minutes
ESSENTIAL QUESTIONS		
1. If you were a font, what font would you be?		
2. What is the cost associated with errors in design or text?		
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	NBEA STANDARD	DOK
1. Create a text frame	COMM.IV.3.8	2
2. Compose text (e.g., headings, captions, body text)	CD.III.D.2.1	2
3. Import text files and other word processing documents into publications	IT.V.1.3	2
4. Access fonts (e.g., download, unzip, install)	COMM.IV.3.8	2
5. Apply font size guidelines		3
6. Measure type in points, picas, and inches	COMM.IV.3.8	2
7. Adjust typography attributes (e.g., bold, italic, underline, reverse)	COMM.IV.3.8	2
8. Apply character and word spacing (e.g., kerning, tracking and leading)	COMM.IV.3.8	2
9. Explain the usage of font types (e.g., serif, sans serif, decorative)	COMM.IV.3.8	3
10. Manipulate text features and formats (e.g., wordwrap, hyphenations, drop cap, color, gradient, text path)2	COMM.IV.3.8	2
11. Apply tabs and indents in text frames	COMM.IV.3.8	2
12. Apply proofreading and editing techniques to graphic arts/desktop publishing files	COMM.I.D.2.6 COMM.I.D.3.6	2
13. Apply widow and orphan protection	COMM.IV.3.8	2

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ASSESSMENT DESCRIPTIONS	
1. Have students match messages to fonts, look at magazines and determine the message being sent, have students create a font that represents their style.	
2. Newspaper Advertisement Summative Assessment	
OBJ. #	INSTRUCTIONAL STRATEGIES
8, 9, 12	1. Teacher's key for InDesign Handout Student (notes over the basics of InDesign); Presentation over fonts/typography; Have students proofread each other's work.
8	2. Guided Practice on InDesign
9	3. Students complete Magazine Font Project
11	4. Students learn more advanced InDesign tools.
OBJ. #	INSTRUCTIONAL ACTIVITIES
8, 9, 12	1. Students takes notes over the basics of InDesign and fonts/typography; Peer to Peer Proofreading: Paper/Pencil or use collaboration sites like stixy and wallwisher
8	2. Students complete worksheet, InDesign Handout.
9	3. Students work on a Magazine Font Project.
11	4. Students complete advanced InDesign worksheet and practice.
UNIT RESOURCES	
1. Blog.teachbook.com.au/index.php/computer-science/graphic-design/typography-101/	
2. Typography Activity and Tonya Skinner	
3. Design Resource Box: www.designresourcebox.com/an-awesome-collection-typography-tutorials	
4. Font Conference video: http://www.youtube.com/watch?v=ssWvuHIZnew	
5. Link to Typography tutorials: http://www.creativebloq.com/graphic-design-tips/typography-tutorials-1232719	