School District of Marshfield Course Syllabus

Course Name: Digital Publications
Length of Course: 1 Semester
Credit: .5

Program Goal(s):

Empower learners to be college and career ready through standards-based experiences in the classroom and career-based learning experiences with business and industry partners. Learners will engage through technology in design, building, problem-solving, repair or service, in a collaborative environment through theory and hands-on experiences.

Course Description:

Students will develop skills in layout and design using a variety of software programs including Adobe Creative Suite software and use tools, equipment and processes to develop visual and graphic images that combine text and pictures. Project-based activities include publication layout-brochures, newsletters, vinyl graphic design and creation, calendar design, and photography.

Standards:

Wisconsin Technology & Engineering Broad Based (BB)		
Standard	**Learning Priority**	**Performance Indicators**
BB1: Students will analyze the core concepts of technology.	BB1.b: Analyze and use tools and materials.	BB1.b.5.h: Select appropriate resources and explain how trade-offs between competing values, such as availability, cost, desirability and waste influenced their decision.

Wisconsin Technology & Engineering ICT/Information and Communication Technologies		
Standard	**Learning Priority**	**Performance Indicators**
ICT1: Students will analyze, select and use information and communication technologies.	ICT1.a: Analyze how communication happens, the different forms of communication and how it affects society.	ICT1.a.8.m: Diagram how communication systems are made up of a source, encoder, transmitter, receiver, decoder and destination. ICT1.a.9.m: Discuss how the design of a message is influenced by such factors as the intended audience, medium, purpose and nature of the message. ICT1.a.15.h: Evaluate how information and communication systems can be used to inform, persuade, entertain, control, manage and educate.
	ICT1.b: Describe how communication is an ever evolving process.	ICT1.b.6.m: Illustrate how communication we use daily has grown through the years.
	ICT1.c: Analyze graphic communications in an ever increasingly technological world.	ICT1.c.4.m: Identify the parts of a graphic message. ICT1.c.5.m: Prepare a graphic communication message.
	ICT1.e: Analyze and use various technologies to design and develop websites.	ICT1.e.9.h: Explain various licensing requirements.
	ICT1.f: Analyze, select various technologies, design and develop websites.	ICT1.f.10.h: Demonstrate the principles of design utilizing commercial software.
	ICT1.g: Analyze and use various technologies to produce graphic communication products.	ICT1.g.3.m: Design a printed product. ICT1.g.4.m: Discuss how a poster can be produced.
	ICT1.i: Analyze and use various technologies related to photographic media.	ICT1.i.8.m: Demonstrate how photographs can be manipulated. ICT1.i.11.h: Create a manipulated photograph.
	ICT1.k: Analyze and use various technologies to produce printed products.	ICT1.k.1.e: Identify a screen printed product. ICT1.k.2.e: Identify a flexographic printed product. ICT1.k.3.e: Identify an offset printed product. ICT1.k.4.e: Identify printing colors.
Wisconsin Common Career Technical Standards (WCCTS)-Creativity, Critical Thinking, Communication and Collaboration (C)		
Standard	**Learning Priority**	**Performance Indicators**
Standard: CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.	CD2.b: Assess attitudes and skills that contribute to successful learning in school and across the life span.	CD2.b.6.m: Research local and regional labor market and job growth information to analyze career opportunities. CD2.b.8.h: Assess education and training opportunities to acquire new skills necessary for career advancement.

Standard	Learning Priority	Performance Indicators
Standard: CD4: Students will identify and apply employability skills.	CD4.a: Identify and demonstrate positive work behaviors and personal qualities needed to be employable.	CD4.a.9.h: Use positive work-qualities typically desired in each of the career cluster's pathways.
Standard: IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.	IMT1.d: Apply data and information to communicate ideas and create new opportunities.	IMT1.d.8.h: Manage and share stored data and information for a specific purpose.
Standard: IMT2: Students will apply information literacy skills to access and evaluate media to design and produce media products.	IMT2.b: Prepare media products in order to communicate a specific message.	IMT2.b.2.m: Create media products using common principles of graphic design.
Standard: CD4: Students will identify and apply employability skills.	CD4.a: Identify and demonstrate positive work behaviors and personal qualities needed to be employable.	CD4.a.9.h: Use positive work-qualities typically desired in each of the career cluster's pathways.
Standard: IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.	IMT1.d: Apply data and information to communicate ideas and create new opportunities.	IMT1.d.8.h: Manage and share stored data and information for a specific purpose.

Wisconsin Common Career Technical Standards (WCCTS)-Career Development (CD)

Standard	Learning Priority	Performance Indicators
Standard: CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents.	CD1.a: Identify person strengths, aptitudes and passions.	CD1.a.2.m: Assess personal strengths, aptitudes and passions related to potential future careers CD1.a.3.h: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions.
	CD1.b: Demonstrate effective decision-making, problem solving and goal setting.	CD1.b.4.m: Identify long and short-term goals. CD1.b.5.h: Use a decision-making and problem-solving model.
	CD1.c: Interact effectively with others in similar and diverse teams.	CD1.c.7.m: Display cooperative behavior and identify personal strengths and assets in groups. CD1.c.11.h: Evaluate how the personal strengths and assets of others contribute to a cooperative group atmosphere. CD1.c.12.h: Assess how respect and appreciation for individual and cultural differences impacts group processes.
	CD1.d: Apply a range of relevant decision-making strategies.	CD1.d.4.m: Apply decision-making strategies to personal and team interactions. CD1.d.5.h: Predict the outcome of various decisions on personal, social and career success.

		CD1.d.6.h: Evaluate the impact of personal decision-making strategies on specific outcomes.
Standard: CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.	CD2.a: Apply academic experiences to the world of work, inter-relationships and the community.	CD2.a.2.m: Describe a diverse range of opportunities available beyond high school. CD2.a.3.h: Evaluate how performance and connections within the learning community enhance future opportunities. CD2.a.4.h: Determine those opportunities that best support attainment of a specific career goal.
	CD2.b: Assess attitudes and skills that contribute to successful learning in school and across the life span.	CD2.b.5.m: Apply academic information from a variety of sources to enhance career preparedness and lifelong learning. CD2.b.6.m: Research local and regional labor market and job growth information to analyze career opportunities. CD2.b.7.h: Interpret and analyze the impact of current education, training and work trends on life, learning and career plans. CD2.b.8.h: Assess education and training opportunities to acquire new skills necessary for career advancement. CD2.b.9.h: Analyze local and regional labor market and job growth information to select a career pathway for potential advancement.
Standard: CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.	CD3.a: Investigate the world of work in order to gain knowledge of self in order to make informed career decisions.	CD3.a.5.m: Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement. CD3.a.6.m: Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway. CD3.a.7.m: Develop an individual learning plan to enhance educational achievement and attain career goals based on a career pathway. CD3.a.9.m: Use assessment results in educational planning including career awareness. CD3.a.10.h: Analyze how career plans may be affected by personal growth, external events and changes in motivations and aspirations. CD3.a.11.h: Apply academic and employment readiness skills in work-based learning situations such

		as internships, shadowing and/or mentoring experiences. CD3.a.12.h: Evaluate changes in local, national and global employment trends, societal needs and economic conditions related to career planning. CD3.a.14.h: Implement an individual learning plan to maximize academic ability and achievement.
	CD3.b: Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.	CD3.b.2.m: Describe educational levels (e.g., work-based learning, certificate, two-year, four-year and professional degrees) and performance skills needed to attain personal and career goals. CD3.b.3.m: Demonstrate openness to exploring a wide range of occupations and career pathways. CD3.b.4.h: Implement strategies for responding to transition and change with flexibility and adaptability. CD3.b.5.h: Evaluate the relationship between educational achievement and career development.
	CD3.c: Employ career management strategies to achieve future career success and satisfaction.	CD3.c.3.m: Identify work values and needs. CD3.c.4.m: Define adaptability and flexibility in the world of work. CD3.c.5.h: Determine how principles of equal opportunity, equity, respect, inclusiveness and fairness, affect career planning and management. CD3.c.6.h: Discuss how adaptability and flexibility, especially when initiating or responding to change, contributes to career success.
Standard: CD4: Students will identify and apply employability skills.	CD4.a: Identify and demonstrate positive work behaviors and personal qualities needed to be employable.	CD4.a.4.m: Demonstrate flexibility and willingness to learn new knowledge and skills. CD4.a.5.m: Identify positive work-qualities typically desired in each of the career cluster's pathways. CD4.a.6.h: Evaluate how self-discipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status. CD4.a.7.h: Assess how flexibility and willingness to learn new knowledge and skills affect employment status. CD4.a.8.h: Apply communication strategies when adapting to a culturally diverse environment.

		CD4.a.9.h: Use positive work-qualities typically desired in each of the career cluster's pathways. CD4.a.10.h: Manage work roles and responsibilities to balance them with other life roles and responsibilities.
	CD4.b: Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	CD4.b.3.m: Use technology to assist in career exploration and job-seeking activities. CD4.b.4.m: Compare and contrast personal attributes with employment needs and trends. CD4.b.5.h: Use multiple resources to locate job opportunities. CD4.b.6.h: Prepare a resume, cover letter, employment application. CD4.b.7.h: Employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.
	CD4.c: Identify and exhibit traits for retaining employment.	CD4.c.3.m: Distinguish between appropriate behaviors in a social vs. professional setting. CD4.c.4.h: Model behaviors that demonstrate reliability and dependability. CD4.c.5.h: Maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite. CD4.c.6.h: Complete required employment forms and documentation. CD4.c.7.h: Summarize key activities necessary to retain a job in an industry.
	CD4.d: Develop positive relationships with others.	CD4.d.4.m: Use cooperative behavior in helping peers accomplish goals and tasks. CD4.d.5.h: Participate in co-curricular and community activities to enhance the school experience. CD4.d.6.h: Evaluate the best method to assist co-workers in accomplishing goals and tasks. CD4.d.7.h: Examine the skills required to enable students to successfully transition to post-secondary opportunities. CD4.d.8.h: Use a systematic approach to academic and career planning for students to achieve their learning, socio-cultural and work goals.

Wisconsin Common Career Technical Standards (WCCTS)-Environmental Health and Safety (EHS)		
Standard	**Learning Priority**	**Performance Indicators**
Standard: EHS1: Students will identify the importance and interrelationships of health, safety and environmental systems and evaluate the impacts of these systems on organizational performance for continuous improvement.	EHS1.d: Implement personal and jobsite safety rules and regulations to maintain and improve safe and healthful working conditions and environments.	EHS1.d.5.m: Recognize and use systems in school and in the community that protect and enhance personal, environmental health and safety. EHS1.d.6.m: Discuss employee rights and responsibilities and how to apply them in a workplace setting. EHS1.d.7.h: Assess workplace conditions with regard to personal and environmental health and safety. EHS1.d.8.h: Identify different workplace systems that protect and enhance personal and environmental health and safety. EHS1.d.9.h: Describe employee rights and responsibil-ities to maintain workplace health and safety, including compliance with rules and laws.

Key Vocabulary:

Composition	Layer	Proof	Transform
Design Principles	Letterpress	Proportion	Typeface
File Management	Lorem Ipsum	Raster	Typography
Heat Set	Margins	Resolution	Vector
Justification	Pica	Substrate	White Space

Topics/Content Outline- Units and Themes:

Quarter 1:
Unit 1: Publication Introduction/Fundamentals
- Composition
- Design Principles
- File Management
- File Types
- Target Audience
- Copyright Laws

Unit 2: Graphic Design
- Adobe Photoshop
- Adobe Illustrator
- Creating
- Editing

Quarter 2:

Unit 3: Production/Application
- Substrates
- Applications
- Printing & Design Industries
- Finishing & Binding

Unit 4: Desktop Publishing
- Adobe InDesign

Primary Resource(s):	
• Adobe.com	• Signwarehouse.com
• Adobe Education Exchange - https://edex.adobe.com//	• Adobe InDesign CC – Classroom in a Book, 2013 Release
• Adobe Illustrator CC – Classroom in a Book, 2013 Release	• Adobe Photoshop CC – Classroom in a Book, 2013 Release
• Adobe Creative Suite for InDesign, Illustrator and Photoshop - Software	