Desktop Publishing

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Stage 1: Desired Results

Standards & Indicators:
9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.
9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.
9.3.IT-WD.3 Write product specifications that define the scope of work aligned to customer requirements.
9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.
9.3.IT-WD.5 Develop, administer and maintain Web applications.
9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs.
9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and services.
9.3.IT-WD.9 Perform maintenance and customer support functions for digital communication products.
9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.
9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.

Central Idea/Enduring Understanding:	**Essential/Guiding Question:**
Technology is any modification of the natural world designed by human beings to solve human	Can you describe the reasons and advantages of using Desktop Publishing software rather than a word processor?

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problems, enhance human life, or extend human capability. Students should be able to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment. It is important to include technology in the original cross-content workplace readiness standards. In keeping with today's technological society, technological literacy has been further emphasized by its inclusion as a separate standards area which focuses on both computer and information literacy and technology education

The technology education standard has been developed to ensure the literacy needed for all students to succeed in a highly technological world. Business and industries have clearly stated the need for technological skills in the workplace of the 21st Century.

Students will understand how to use technology wisely and safely and how computers and the Internet work. They will evaluate the accuracy and usefulness of information on the Web and share information quickly, safely, and ethically. Students will demonstrate understanding of fundamental desktop publishing and learn the process of creating and managing web pages. They will become skilled and creative users of desktop publishing technology, create and evaluate unique and engaging desktop publishing documents. Students will improve their reading comprehension, develop critical thinking skills, build teamwork skills and integrate technology skills across the curriculum.

How is Desktop Publishing used within everyday life? If so, what careers are used in?
Why is it important to know how to use desktop publishing software?
Why are logs so important in the world of advertising?
How are logos considered a form of desktop publishing and graphic design?
What are the principles of design that you should keep in mind when creating a logo?
Why is your target audience important to think about when creating desktop publishing documents?
How can the creation of personal desktop publishing documents help you in your daily life?

Content:
Introducing Desktop Publishing
Define Desktop Publishing
Design with Font Attributes and Font Families
Format with Word Tools
Design with Symbols
Lay Out One-Page Flyers
Define layout software
Design a Business Card
Add Tear-Offs to a Flyer
Design a Bi-Fold Brochure
Design a Menu
Work Based Learning
Speakers from the workforce in developing web pages
Field trip

Skills(Objectives):
Understand the basic features and elements of desktop publishing.
Apply design process skills
Identify words' toolbars, menu bars and scroll bars
Apply formatting attributes
Use font families

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Interdisciplinary Connections:

8.1 Computer Science Standards
8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

 NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

11-12.RST.05 Analyze how the text structures information or ideas into categories or
 hierarchies demonstrating understanding of the information or ideas.

Stage 2: Assessment Evidence

Performance Task(s):

Create flyers
Create a Certificate
Create a Table
Create a Resume with a Template
Create a Calendar with a Template
Create a Business Card
Create Tear-Offs to a Flyer
Create a Coupon Mailer
Create a menu

Other Evidence:

Desktop Publishing
Focus on Teamwork
Work as part of a Team
Identify software for teamwork
Assign Team Roles
Create a Timeline
Create a Budget
Design a Logo
Design a Business Card
Design Business Stationery

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Display documents in print and on the internet
Right tools and programs for the job
Quality content is the primary goal
Layout your content is critical for the reader
Headers help organize the content logically and visually
Use fonts with care for the reader
Keep the amount of colors to a minimum
Explain foundations for a career

Resources:

Introduction to Desktop Publishing with Digital Graphics, Glencoe – McGraw-Hill Companies, Inc.
http://glencoe.mcgraw-hill.com/sites/0078729133/
Internet Desktop Publishing Resources
A Guide to Web Authoring using Microsoft FrontPage
Shelly Cashman Series FrontPage
Additional Web Authoring Materials/Resources
Internet Web Authoring Resources

Social Studies Resources:
- 6.3 Suggested Framework K-12
- NJ Commission on Holocaust Education

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	● [Facing History and Ourselves](#) ● [New Jersey Historical Commission](#) ● [Library of Congress](#) (Primary Sources) ● [National Archives](#) (Primary Sources) ● [Newsela](#) ● [PBS Learning Media](#) ● [Stanford History Education Group](#) ● [Zinn Education Project](#) Amistad Resources for Social Studies: ● [The New Jersey Amistad Commission Interactive Curriculum](#) ● [New Jersey State Board Foundation](#) ● [Civil Rights Teaching](#) ● [Black Past](#) AAPI Resources for Social Studies: LGBT and Disabilities Resources: ● [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#) ● [LGBTQ+ Books](#) DEI Resources: ● [Learning for Justice](#) ● [GLSEN Educator Resources](#) ● [Supporting LGBTQIA Youth Resource List](#) ● [Respect Ability: Fighting Stigmas, Advancing Opportunities](#) ● [NJDOE Diversity, Equity & Inclusion Educational Resources](#) ● [Diversity Calendar](#) *Be sure to only include applicable resources.*

[Differentiation](#)
*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
● Visual Learning ● Auditory Learning ● Progress/Advance to the Next Activity ● Modify our curriculum content based on student's ability level	● Visual Learning ● Auditory Learning ● Quizzes and Tests are modified ● Extra time is given on assignments	● Visual Learning ● Auditory Learning ● Quizzes and Tests are modified ● Extra time is given on	● IEP is followed ● Visual Learning ● Auditory Learning ● Quizzes and Tests are modified ● Extra time is given on assignments ● Preferential Seating ● Individualized Instruction

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● Use a consistent daily routine ● Students may redo any assignment any time with no penalty	● Preferential Seating ● Individualized Instruction ● Tutoring ● Modify our curriculum content based on student's ability level ● Use a consistent daily routine ● Students may redo any assignment any time with no penalty	assignments ● Preferential Seating ● Individualized Instruction ● Tutoring ● Modify our curriculum content based on student's ability level ● Use a consistent daily routine ● Break down tasks into manageable units ● Allow for repetition and/or clarification of directions ● Students may redo any assignment any time with no penalty	● Tutoring ● Modify our curriculum content based on student's ability level ● Use a consistent daily routine ● Break down tasks into manageable units ● Allow for repetition and/or clarification of directions ● Students may redo any assignment any time with no penalty. Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Pacing Guide

Course Name	Content/Resources	Standards
UNIT 1: Desktop Publishing		
45 Days	Introduction to Desktop Publishing with Digital Graphics, Glencoe – McGraw-Hill Companies, Inc. http://glencoe.mcgraw-hill.com/sites/0078729133/ Internet Desktop Publishing Resources A Guide to Web Authoring using Microsoft FrontPage Shelly Cashman Series FrontPage Additional Web Authoring Materials/Resources Internet Web Authoring Resources	9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product. 9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions. 9.3.IT-WD.3 Write product specifications that define the scope of work aligned to customer requirements. 9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management. 9.3.IT-WD.5 Develop, administer and maintain Web applications. 9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs. 9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics. 9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and services. 9.3.IT-WD.9 Perform maintenance and customer support functions for digital communication products. 9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.