Strategic Design is a half-year course, open to students in grades 9 through 12 which will allow students to acquire and use technological skills and knowledge to create compelling web ready images and animations and design engaging web sites. The course provides students with core strategies for acquiring and using technological knowledge and prepares them to become technological thinkers.
<table>
<thead>
<tr>
<th>Unit of Study: (Title, timeframe, description)</th>
<th>Unit #1</th>
<th>Unit #2</th>
<th>Unit #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Adobe Work Environment/Photoshop Layers 1 week</td>
<td>Adobe Photoshop: Making selections/Color techniques 2 weeks</td>
<td>Adobe Photoshop: Placing type in an image / Using painting tools 2 weeks</td>
<td></td>
</tr>
</tbody>
</table>

**STAGE 1: Desired Results**

|---------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|

<table>
<thead>
<tr>
<th>Enduring Understandings: (students will understand . . .)</th>
<th>The work environment is the same for all Adobe Products.</th>
<th>Every time you see a triangle the lower right hand corner of tool there are other similar tools underneath it.</th>
<th>A new layer is created every time you use type.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools perform simple tasks.</td>
<td>Professionals use tools with the option bar.</td>
<td>Adobe Photoshop has a few fonts of its own however most of the fonts are from the operating system.</td>
<td>Adobe Photoshop was created for artists and photographers.</td>
</tr>
<tr>
<td>Your work area is usually showing you your final product.</td>
<td>Photoshop provides you with awkward cursors by default.</td>
<td>Photoshop was created for artists and photographers.</td>
<td>Photoshop is full of painting tools like brushes.</td>
</tr>
<tr>
<td></td>
<td>You can change your cursors to cross hairs are going into preferences.</td>
<td>Photoshop is full of photo developing tools such as the burn and dodge tool.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential (Guiding) Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)</th>
<th>1. How is the Adobe work environment setup?</th>
<th>1. How can I find more tools?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What should I do when I don’t see a palette?</td>
<td>2. Why should I use the options bar?</td>
<td>1. How did that layer get their eye didn’t create it?</td>
</tr>
<tr>
<td>3. What are the differences between tools and palettes?</td>
<td>3. How can I find a better cursor?</td>
<td>2. Why are these tools so weird?</td>
</tr>
<tr>
<td>4. How can I tell what my project is going to look like?</td>
<td></td>
<td>3. Why does the cropping tool look like bent scissors?</td>
</tr>
</tbody>
</table>

**STAGE 2: Evidence**

<table>
<thead>
<tr>
<th>Assessments &amp; Evidence: (Through what authentic performance tasks will students</th>
<th>Ability to express a problem or idea with appropriate technical terms</th>
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</thead>
<tbody>
<tr>
<td>Class presentations</td>
<td>Teacher grading of completed projects</td>
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</tr>
</tbody>
</table>
### STAGE 3: Learning Plan

**Learning Activities:**

(What specific activities will students do and what skills will students know as a result of the unit?)

- Open Adobe Photoshop files
- Select and use some of the tools in the tool box
- Set up options for a selected tool
- Create, view, select and hide layers
- Change stacking order
- Change blending techniques
- Link layers to work on them simultaneously
- Apply a gradient to a layer
- Apply Text and layer effects to a layer
- Save a copy of the file With layers flattened
- One on one instruction
- Peer demonstration
- Projects
- Rubrics(where appropriate)
- Critiques
- Class participation
- Marking Period tests
- Written and Performance exams
- Benchmarks

- Make specific areas of an image active
- Reposition a selection marquee
- Deselect a selection
- Constrained the movement of a selected area
- Add and subtract from a selection
- Erase pixels within selection
- Rotate a selection
- Use multiple tools to make a complex selection
- Replace colors in an image
- Remove a color cast
- One on one instruction
- Peer demonstration
- Projects
- Rubrics(where appropriate)
- Critiques
- Class participation
- Marking Period tests
- Written and Performance exams
- Benchmarks

- Creating a clipping mask from type
- Creating a design element from type
- Warping point type
- Designing a paragraphs of type
- Create a brush tip
- Use the sharpen tool
- Set fade options
- Paint an area Load a brush library
- Create an airbrushed effect
- Create text on paths
- Add a drop shadow
- One on one instruction
- Peer demonstration
- Projects
- Rubrics(where appropriate)
- Critiques
- Class participation
- Marking Period tests
- Written and Performance exams
- Benchmarks

**Resources:**


### Interdisciplinary Connections:

- **Interdisciplinary Connections**: (e.g., writing, literacy, math, science, history, 21st century life and careers, technology)

### Cross Curricular:

- English-writing responses and discussion notes
- Social Science-Cultural aspects of computers, the world wide web, networking & internet

### Differentiation:

- **Differentiation**: (What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)

#### Special Education:

- Frequent monitoring & adjustments for learning environment with one on one support as needed

#### English language learners:

- ELL students will repeat instructions back to affirm understanding.
- Worksheets and handouts with key terms distributed

#### Differentiation:

- Continuous assessment to address content, process, and product.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>41 Nicest Photoshop Photo Effects Part I</td>
<td>50+ Great Photoshop Text Effect Tutorials, Part II</td>
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### Special Education:

- Frequent monitoring & adjustments for learning environment with one on one support as needed

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#### Differentiation:

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#### Differentiation:

- Continuous assessment to address content, process, and product.
### Gifted and Talented:
- Students can participate in mentoring and leadership roles, leading discussions and group efforts to solve problems.
<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Unit #4 Adobe Photoshop: Creating special effects with filters/Enhancing colors 2 weeks</th>
<th>Unit #5 Adobe Photoshop: Adjusting colors/clipping masks, paths, and shapes 2 weeks</th>
<th>Unit #6 Adobe Photoshop: Transforming type/macros 2 week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1: Desired Results</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enduring Understandings: (students will understand . . .)</td>
<td>Images that look different attract attention. Photoshop is an image editing program. Photoshop was developed for artists and photographers.</td>
<td>Images can be combined. Many steps are often necessary to make a combination of images convincing. Shapes can be used for selection Masking will cover the part of the layer which needs to pass through. Always inspect your thumbnail on each mask layer to be sure you are getting the effect you want.</td>
<td>Time is money and macros save time. You can combine as many steps as you want in a macro. Creating a macro is like taking a home movie on a camcorder. You should label macros based on what they accomplish. Macros are saved globally. Once you create a macro you can use it anywhere in Photoshop. You can create a macro for the transformation of type.</td>
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MONTVILLE TOWNSHIP PUBLIC SCHOOLS

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**STAGE 3: Learning Plan**

### Learning Activities:
**What specific activities will students do and what skills will students know as a result of the unit?**
- Open a blur filter
- Apply a blur filter
- Create a smart object
- Apply a filter two a selection
- Apply a noise filter
- Apply finishing touches
- Apply a lighting effect
- View the channels panel
- Create an Alpha channel from a selection
- Isolate an object
- Good pixels
- Enhance an extracted object
- Modify color balance settings
- Modify curves
- Transform a type layer for use in a clipping mask
- Convert a selection into a path
- Stroke a path
- Create a shape
- Create a custom shape
- Modify a custom shape
- Display a bounding box
- Modified type using a bounding box
- Create warped taxed
- Enhance warped taxed with the effects
- Convert a type layer to a shape layer
- Adjust layer content
- Create a fade effect
- Apply a style to type
- Add a lighting effect
- Create a note
- Modify a note annotation
- Create an action
- Record an action

### Resources:
## Interdisciplinary Connections:
(e.g. writing, literacy, math, science, history, 21st century life and careers, technology)

### Cross Curricular:
- English-writing responses and discussion notes
- Social Science-Cultural aspects of computers, the world wide web, networking & internet

### Differentiation:
(What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)

#### Special Education:
- Frequent monitoring & adjustments for learning environment with one on one support as needed
#### English language learners:
- ELL students will repeat instructions back to affirm understanding.
- Worksheets and handouts with key terms distributed
#### Gifted and Talented:
- students can participate in mentoring and leadership roles, leading discussions and group efforts to solve problems

### Special Education:
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| Unit of Study:  
(Title, timeframe, description) | Unit #7  
Adobe Photoshop:  
Create images for the web  
2 weeks | Unit #8  
Adobe Bridge:  
The Adobe Bridge Workspace  
2 Class periods | Unit #9  
Adobe Dreamweaver :  
Planning/Building a web site  
2 weeks |
|---|---|---|---|
| **Established Goals:**  
NJSLS:  
| **Enduring Understandings:**  
(students will understand . . .) | ● There are many different types of images  
● High resolution images are used for print  
● Low resolution images are used for the web because they load faster  
● Images on websites need to load quickly | ● Adobe Bridge was created for photographers  
● Photographers can create packages for their clients with a simple click of a button  
● You can use automated services within Adobe Bridge to create web sites which feature your images with simple commands  
● Adobe Bridge allows you to navigate your images as if you are using those explore  
● You can add information about photographs such as shutter speed, special effects, the date they were taken, in Adobe Bridge | ● WYSIWYG stands for “what you see is what you get.” It was the first web design tool which allowed you to preview your site as you are building it  
● Dreamweaver allows you to see a design view, a code view, and both at the same time if you prefer  
● Dreamweaver writes HTML code for you as you manipulate words and pictures  
● Dreamweaver is often used with tables and styles which are located on the same page as the HTML code  
● A correct way to use Dreamweaver is with divisions and css rules which are located on a separate page  
● Separate pages with rules are called external style sheets |
| **Essential (Guiding) Questions:**  
(What provocative questions will foster inquiry, understanding, and transfer of learning?) | 1. What resolution should my images be? Why?  
2. What file types should I use for my images? | 1. What’s the best way to locate images I need to use in Photoshop?  
2. Why is Adobe Bridge a good tool for photographers? | 1. Why is Dreamweaver such a popular tool for web design?  
2. What code does Dreamweaver writes for you? |
### STAGE 2: Evidence

**Assessments & Evidence:**  
(Through what authentic performance tasks will students demonstrate the desired understandings?)  
(By what criteria will performance of understanding be judged?)

- Ability to express a problem or idea with appropriate technical terms  
- Class presentations  
- Teacher grading of completed projects  
- Self and Peer assessments  
- Tests and quizzes  
- Final Exam/Project

|---|---|---|---|---|

### STAGE 3: Learning Plan

**Learning Activities:**  
(What specific activities will students do and what skills will students know as a result of the unit?)

- View Slices  
- Turn off slices  
- Prepare to optimize an image  
- Complete image optimization  
- Create a button  
- Add type two a button  
- Create a slice using the slice tool  
- Create a layer based slice  
- Resize a slice  
- Assign a web address to a slice  
- Deselect a slice  
- Start Adobe Bridge  
- Change modes  
- And then view Meta data  
- Filter files with keywords  
- Label and rate files  
- Filter files with labels and ratings  
- Select a location for your website  
- Create a local site folder  
- Set up a web site  
- Set-up web server access  
- Enter key words  
- Enter a description  
- Set the page background color  
- Create a menu bar  
- Format text  
- Save an image file in the assets folder  
- Import text  
- Set text properties  
- Use the code inspector  
- Create a menu bar  
- And links to web pages  
- Create an email link  
- Modify a web page  
- Test web page

<table>
<thead>
<tr>
<th>Resources:</th>
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<tbody>
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<tr>
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<td><strong>Gifted and Talented:</strong></td>
</tr>
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<td></td>
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</table>
## Unit of Study:

### Unit #10
Adobe Dreamweaver: Cascading style sheets
- **Timeframe:** 2 weeks

### Unit #11
Adobe Dreamweaver: Working with web servers
- **Timeframe:** 2 Class periods

### Unit #12
Adobe Flash: Flash basics
- **Timeframe:** 2 weeks

### STAGE 1: Desired Results

#### Established Goals:

**NJSLS:**
- Include technology and 21st century standards
- **Standards:**

#### Enduring Understandings:

- Websites need to have a uniform look.
- There are two kinds of web pages: static and dynamic.
- You can look up information on a dynamic web page.
- A business has no use for a static web page.
- Dynamic web pages require the use of databases.
- Dreamweaver allows you to interface with a database very easily.
- Once you have created your website must upload it to a web server.
- You will need to purchase web hosting domain name.
- Flash is a program which is used for animation on the web.
- You can make cartoons with flash however you can make better cartoons with programs like Renderman.
- Flash is for the web.
- Flash works well on the web because it is a scripting language. It is very similar to java script.
- Animations in flash are called tweens.
- There are two types of animations or tweens a motion tween will allow you to move from one place to another.
- A shape tween will allow you to transform an object into something else.

#### Essential (Guiding) Questions:

1. How can I make my page look good?
2. Why should I create an external style sheet?
3. What tools should I be using in order to inject styles on to my website?
4. What type of what page does a business use?
5. How can I make one?
6. How can I put my website on the internet?
7. What type of a program is flash?
8. What can I do with flash?
9. Where’s flash used?
10. What types of animation can I create with flash?
### MONTVILLE TOWNSHIP PUBLIC SCHOOLS

<table>
<thead>
<tr>
<th>page?</th>
<th>4. How should I transfer my files to the Internet?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How should I create DIV or a class?</td>
<td>5. Where can I get web hosting?</td>
</tr>
<tr>
<td>4. How should I create or even modify a css rule?</td>
<td>6. Where can I find a name for my site?</td>
</tr>
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</table>

#### STAGE 2: Evidence

**Assessments & Evidence:**

(Through what authentic performance tasks will students demonstrate the desired understandings?)

(By what criteria will performance of understanding be judged?)

- Ability to express a problem or idea with appropriate technical terms
- Class presentations
- Teacher grading of completed projects
- Self and Peer assessments
- Tests and quizzes

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#### STAGE 3: Learning Plan

**Learning Activities:**

(What specific activities will students do and what skills will students know as a result of the unit?)

- Create a cascading style sheet and add a rule
- Apply a rule
- Edit a rule
- Add a tag selector
- Attach a class to the existing style sheet
- Add a DIV tag
- Add text to a css container
- Add images to a css block
- Edit css layout Block Properties

- Set up a web server connection on an FTP site
- Set up a web server connection to a local or network folder
- You’ll your site on a remote server
- Upload files to that remote server
- Synchronize files
- Exporting site definition
- Import a site definition
- View the imported site
- Evaluate web content for illegal use
- Present your website to the class
- Create a database & interface with the database true Dreamweaver

- Open a movie in flash
- Change the document properties
- Create objects using drawing tools
- Create a motion tween
- Reshape the motion path
- Resize an object
- And a filter to an object
- And a motion preset
- Edit layer
- Create a second animation
- Work with layers and view timeline features
- Modify frame rate
- Publish a movie

**Resources:**

- Smith. *Photoshop and Dreamweaver Integration Creating High Impact*

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### MONTVILLE TOWNSHIP PUBLIC SCHOOLS

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- Building a page that only authorized users can access  
- Connecting Dreamweaver to access database | English-writing responses and discussion notes  
- Social Science-Cultural aspects of computers, the world wide web, networking & internet | Frequent monitoring & adjustments for learning environment with one on one support as needed  
- English language learners:  
  - ELL students will repeat instructions back to affirm understanding.  
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### Differentiation: (What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)

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### Flash CS6 Tutorials for Beginners Part 001 - Basic Motion Tween  
- Flash CS6 Tutorials for Beginners Part 002 - Complex Animations  
- Flash CS6 Tutorials for Beginners Part 003 - Avoiding Game
### Unit of Study:

<table>
<thead>
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</thead>
</table>
| **Unit #13**  
Adobe Flash: Throwing objects and working with symbols  
2 weeks |
| **Unit #14**  
Adobe Illustrator: Basics/Creating a logo  
1 week |

### STAGE 1: Desired Results

#### Established Goals:

- **NJSLS:**  
  (include technology and 21st century standards)
  - 9.1.12.A.1, 9.1.18.B.1
- 9.1.12.A.1, 9.1.18.B.1

#### Enduring Understandings:

- Flash is a program for animation on the internet
- Everything interesting in flash is usually a symbol
- Flash Allows you to have a movie within your movie
- Illustrator is a drawing tool
- Adobe illustrator is used to create packaging, signs of all sizes, and Logos
- Illustrator draws vectors
- Most images are drawn with pixels; and number of docs placed strategically in order to create an image
- Vectors are actual lines and curves can be resized any loss of clarity
- Illustrate is perfect for print applications because it allows you to create and work with vectors

#### Essential (Guiding) Questions:

1. How can I make my website more attractive and interactive?
2. What is a symbol and how is it used?
3. Why are the benefits of having layers and being able to put a movie inside of a movie?
4. What can I do with illustrator?
5. What are vectors?
6. What are the advantages to using vectors?
7. While used illustrator a good tool for print applications?
## Assessments & Evidence:
(Through what authentic performance tasks will students demonstrate the desired understandings?)
(By what criteria will performance of understanding be judged?)

- Ability to express a problem or idea with appropriate technical terms
- Class presentations
- Teacher grading of completed projects
- Self and Peer assessments
- Tests and quizzes
- Final Exam/Project

## STAGE 3: Learning Plan

### Learning Activities:
(What specific activities will students do and what skills will students know as a result of the unit?)

- Use the rectangle and lined tools
- Modify an object
- Change fill and stroke colors
- Apply a gradient
- Work with object drawing mode
- Copy and move an object
- Resize and reshape an object
- Skew rotate and flip an object
- apply a gradient
- Create a symbol
- Break apart and instance
- Rename symbols
- delete a symbol
- Add a button
- specify a hit area
- Test the button
- Publish your flash movie
- Create shapes
- Create and format text
- Apply graphic style to text
- Transform a type layer for use in a clipping mask
- Create stroke and fill
- Apply gradient to stroke
- Use the shear tool
- Use the reflect tool
- Offset a path
- Convert a selection into a path
- Stroke a path
- Create a shape
- Create a custom shape
- Modify a custom shape

### Resources:

- Flash CS6 Tutorials for Beginners Part 001 - Basic Motion Tween
- Fun with Adobe Illustrator
- More Ai Tutorials
<table>
<thead>
<tr>
<th>Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)</th>
<th>Cross Curricular:</th>
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<tbody>
<tr>
<td></td>
<td>• English-writing responses and discussion notes</td>
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<td>• Worksheets and handouts with key terms distributed</td>
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<td>• learning styles addressed through teaching methods</td>
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