

# Brochures

## Project Overview

Brochures can be found everywhere, describing tourist destinations, providing information about services, or giving an overview of an organization. A brochure is traditionally a paper collateral that informs people about a product, service, or location. Informing with a brochure can be quick and cost-effective. In working with clients, students will further enhance their design and technical skills by creating a brochure, using advanced image manipulation techniques and page layout design. Students will create a paper brochure for physical distribution and an interactive digital brochure for distribution on the web. You might choose to limit the scope of this project by being the client or selecting a client in the school for each student group. You might also choose to work with local businesses and organizations.

*Student product:* Brochure

**Note:** Portions of this project align to the Adobe Certified Associate objectives. Within the instruction steps and technical guides, the specific learning objectives for the exam(s) are referenced with the following format: <sup>1.1</sup>

## Project Objectives

The objectives for this project are met by using all of the associated activities along with the specific project guidelines.

### Project management skills

- Designing for a client
- Identifying audience(s)
- Conducting review sessions
- Planning and managing projects with multiple steps
- Understanding roles and responsibilities
- Tracking milestones
- Managing files and using file-naming conventions
- Repurposing content

### Design skills

- Designing tri-fold layouts
- Designing interactive brochures
- Redesigning based on feedback
- Reusing content
- Creating designs that meet client requirements
- Creating comps
- Understanding sustainable design principles

### Research and communication skills

- Analyzing and evaluating brochures
- Questioning to focus and clarify
- Presenting designs to a client
- Gathering and synthesizing information from a client

- Creating compelling brochure content
- Giving and receiving peer review comments
- Reflecting on how to improve product
- Conducting focus groups

## Technical Skills

### *Photoshop*

- Using color management tools
- Using filters
- Using blending tools
- Transforming images
- Retouching images

### *InDesign*

- Understanding InDesign frames
- Using placeholder text
- Designing in columns
- Using character and paragraph styles
- Wrapping text around objects (including using anchors)
- Applying effects to text
- Placing objects on page
- Creating shapes and borders
- Creating interactive documents

### *Illustrator*

- Understanding Illustrator symbols
- Using the symbol sprayer
- Creating and using patterns
- Creating and using graphic styles

## Project Activities

- *Activity:* Introduction to project planning, project management, and teamwork
- *Activity:* Working with clients
- *Activity:* Planning design projects
- *Activity:* Design comps
- *Activity:* Research and writing for design projects
- *Activity:* Advanced image editing techniques
- *Activity:* How to draw and add text with Adobe Illustrator
- *Activity:* How to work with text and styles
- *Activity:* Conducting focus groups
- *Activity:* Design project review and redesign
- *Activity:* Creating interactive documents by using InDesign
- *Activity:* Publishing with InDesign
- *Activity:* Presenting design projects
- *Activity:* Peer review
- *Activity:* Design project reflection papers

## Background preparation resources

[Technical and content information](#)

[Keywords](#)

[ISTE NETS\\*S Standards for Students](#)

[Adobe Certified Associate objectives](#)

## Project Steps

1. Introduce students to the goals of the project:
  - To create and build a tri-fold brochure for a client.
  - To build an interactive web-based version of your client brochure.
  - Use color management, filters, and retouching tools to create image and graphic elements for a brochure.
  - Conduct a client review of the brochure.
  - Write a short reflection on the process of creating the brochure.
2. Share examples of tri-fold brochures and discuss the following with students:
  - Use of tri-fold layout with six panels and tips for constructing a tri-fold such as:
    - The first panel, or cover, should grab attention, like an advertisement.
    - The second, third, and fourth panels (the inside of the brochure) should contain the bulk of the content. Headlines, graphics, images, and content can spread across all three interior panels, not just each individual panel.
    - The fifth panel is usually a good place for customer testimonials or endorsements.
    - The sixth panel is a good place for a “call to action”: a statement that tells the audience what they should or need to do.
  - Purpose of the brochure: Is it clear and effective? [1.1](#), [1.1](#), [1.1](#)
  - Graphics: Make sure they are compelling.
  - Design principles: Use white space, typography, and color effectively. [2.2, 2.3](#), [2.2, 2.3](#), [2.2, 2.3](#)
  - Cost of printing: How is cost affected by color choice, paper size, and paper type?
  - Sustainable design principles: Does the brochure make an effort to comply with economic, social, and environmental sustainability principles?
  - Content: Is it well written, copy-edited, succinct, and to the point?

**Note:** If necessary, review the *Design principles* activity.

3. While the web-based version of the brochure will contain the same content and should align to the previously discussed best practices, there are additional issues to consider with the web-based format. Share examples of interactive web-based brochures and discuss the following with students:
  - Effective uses of animation and interactivity to add interest and engagement, while not overwhelming viewers.
  - Usability issues in navigating through the brochure and viewing the content.
  - Transferring content from the tri-fold layout to a structure more conducive for the web.

4. *Activity:* Introduction to project planning, project management, and teamwork  
(Suggested time: 50–150 minutes)

ACA Exam Objectives: 1.6, 2.6, 1.3, 1.4, 1.4, 2.6, 1.5, 1.6, 1.3, 1.4, 1.3, 1.4

Follow these steps to utilize this activity for this project:

- a. Use this activity to introduce and discuss the following when working on a project:
    - Project planning
    - Production phases
    - Project management
    - Working in teams
  - b. Form student design teams of two or three people. Where possible, mix members with different strengths, such as visual design or technical skill. Discuss the concept of working as a team.
  - c. Introduce the project, with information about the client organizations, such as the following:
    - Name of organization
    - Its mission and goals
    - Product or service provided by the organization and explanation of how it works
    - Background and history
    - Why the organization wants a brochure
- Note:** You might choose to limit the scope of these projects by being the client or by selecting a specific client in the school for each student group. Or you might choose to work with local businesses and organizations, depending on the level of your students.
- d. Ask the teams to have an initial meeting where they discuss ideas for how to organize the planning of their tasks within the project phases. Explain they will create a formal project plan, after the client interview.

5. *Activity:* Working with clients  
(Suggested time: 50–150 minutes)

ACA Exam Objectives: 2.6, 1.4, 2.6, 1.6, 1.4, 1.4

Follow these steps to utilize this activity for this project:

- a. Use this activity to introduce the best practices for working with clients to help them create projects that address client's audience, purpose, and goals. Through this activity students will learn about:
  - Interviewing clients
  - Designing for clients
  - Communicating and presenting design ideas to clients
  - Understanding and addressing client design issues
  - Finalizing design with a client
- b. In preparation for the client interview, discuss information the teams need from their clients about the client's goals and target audience of the brochure. Have each design team discuss the interview questions and add other questions they feel might be necessary to build their understanding of their client's needs.

**Note:** Depending on the level of your students, you might want to review and approve the interview questions or ask students to practice interviews to refine their interview style and questions. You might also choose to sit in on and facilitate interviews conducted with clients outside the school.

- c. Ask students to interview their clients, take notes, and gather information they identified as needed when prepping for the interview.
- d. After the interview, have teams review any brochures recommended by the client. Encourage teams to brainstorm design ideas as they review brochures.

6. *Activity:* Planning design projects  
(Suggested time: 50-100 minutes)

ACA Exam Objectives: 1.6, 2.6, 1.3, 1.4, 1.4, 2.6,  
1.5, 1.6, 1.3, 1.4, 1.3, 1.4

Follow these steps to utilize this activity for this project:

- a. Use this activity to teach students how to create a project plan while managing projects.
- b. From the results of their interviews, ask students to create a project plan.
- c. Remind students to plan contingencies based on their past experience with clients. These contingencies might include:
  - Adding more time for review cycles
  - Limiting the number of review cycles
  - Identifying where scope should be limited if certain milestones aren't met
  - Agreeing upon paper type, color, and cost for final products

7. *Activity:* Design comps  
(Suggested time: 50 minutes)

ACA Exam Objectives: 1.6, 1.3, 3.2, 1.5, 1.3, 1.3

Follow these steps to utilize this activity for this project:

- a. Use this activity to introduce the concept of a design comp and how they are used to create and present multiple design ideas.
- b. Instruct each group to create three concept ideas for their client in Photoshop, and present these comps in PDF format.
- c. In addition to the PDF comps, explain that the students must research paper choices and costs and present options to the client to gain approval of paper type and budget.
- d. Instruct students to engage in review and redesign cycles with their clients as in the previous project, until a final design is agreed on.<sup>1.3, 1.3, 1.3</sup> Ask your student to use the worksheet from the *Design project review and redesign* activity, and, if necessary, review the steps.

**Note:** Ask students to check in with their project plans as they engage in multiple cycles of the review and redesign process to be sure they can still make all deadlines. You might ask students to update and communicate to clients the impacts to the schedule if review cycles go too long and to formulate strategies for keeping the project from slipping, such as reducing project scope with clients, limiting review cycles, or re-addressing deadlines.

8. *Activity:* Research and writing for design projects  
(Suggested time: 50-100 minutes)

ACA Exam Objectives: 1.2, 2.1

Follow these steps to utilize this activity for this project:

- a. Use this activity to introduce how to research and write content for theme, purpose, and audience, specifically the following:
  - Writing, editing, organizing, and managing content
  - Communicating information to particular audiences
  - Accessing, evaluating, and synthesizing content from multiple sources
  - Understanding the journalistic code of ethics
- b. Allow students time to research content for their brochure. As they research content, ask them to evaluate the validity, currency, and bias of the content they are including, specifically when they find the information on the web.

**Note:** You can determine the extent to which you want to make this a research and writing assignment. For instance, in the interviews, the teams could collect previous brochures or marketing material from clients so they can synthesize information, repurpose it, and apply it.

- c. Ask students to write the brochure content according to their client's needs. Explain that they should conduct a review cycle within their team and encourage them to use the Acrobat comment tools for this review. Explain that each team should be reviewing for content and copy-editing. They might want to make specific team members responsible for reviewing different components of the writing. Ask students to get approval for their final copy from the client.

9. *Activity:* Advanced image editing techniques  
(Suggested time: 100-150 minutes)

ACA Exam Objectives: 2.4, 3.1, 3.2, 4.1, 4.3, 4.4, 4.5, 4.8

*Activity:* How to draw and add text with illustrator  
(Suggested time: 100-150 minutes)

ACA Exam Objectives: 2.2, 3.2, 3.4, 3.5, 4.2, 4.3, 4.5, 4.6

Follow these steps to utilize this activity for this project:

- a. Use these activities to teach your students how to use advanced image editing techniques in Photoshop and specialized graphic creation tools in Illustrator, including the following:
  - Using filters
  - Using blending tools
  - Transforming images
  - Retouching images
  - Using symbols and the symbol sprayer
  - Creating patterns
  - Using graphic styles
- b. Allow students time to create any image and graphic elements for their brochure in Photoshop and/or Illustrator as required by their final brochure comp.

- c. Instruct students to save Photoshop and/or Illustrator elements and assets in a file format suitable for using in InDesign.
- d. Remind students to use proper citation for all of their images and graphics. If necessary, review the *Copyright and fair use* activity.

10. *Activity: How to work with text and styles*  
(Suggested time: 100-150 minutes)

ACA Exam Objectives: 2.1, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

Follow these steps to utilize this activity for this project:

- a. Use this activity to introduce how to work with text and styles in Adobe InDesign to combine content and graphic elements and implement consistent layout designs, specifically:
  - Using placeholder text
  - Designing in columns
  - Using character and paragraph styles
  - Wrapping text around objects (including using anchors)
  - Applying effects to text
  - Creating shapes and borders
- b. Allow students time to create a tri-fold layout in InDesign and build their brochures, incorporating any image and graphic elements they created earlier.

**Note:** If necessary, review the *How to create layouts in InDesign* activity.

- c. Using the tri-fold layout, ask students to create a rough prototype of both formats of the brochure to be used in the upcoming focus group.

**Note:** You may want to have your students create a version that is watermarked for the focus group.

11. *Activity: Conducting focus groups*  
(Suggested time: 50-100 minutes)

ACA Exam Objectives: 1.1, 2.6, 1.1, 1.4, 1.1, 2.6,  
1.1, 1.6, 1.1, 1.4, 1.1, 1.4

Follow these steps to utilize this activity for this project:

- a. Use this activity to introduce the purpose of a focus group and general tips for conducting one in order for students to inform and improve their designs.
- b. Ask student to plan a focus group session to test the brochure focus and content appropriateness with the target audience.
- c. Ask students to synthesize feedback from focus groups to incorporate into their brochure.<sup>1.4, 1.4, 1.4</sup>

12. *Activity:* Design project review and redesign  
(Suggested time: 50 minutes)

ACA Exam Objectives: 1.1, 2.6, 1.1, 1.4, 1.1, 2.6,  
1.1, 1.6, 1.1, 1.4, 1.1, 1.4

Follow these steps to utilize this activity for this project:

- a. Use this activity to teach your students how to engage in a formal review and redesign process to help them improve and expand their design skills.
- b. Allow each group time to redesign and revise their brochure as necessary from their focus group findings, as they recorded on their worksheets.
- c. Instruct students to print a draft and fold their brochure to make sure they have the correct paper size and layout dimensions for their design. Allow students time to make any necessary corrections.
- d. Once students have the brochure properly aligned and folded instruct them to print the finalized brochure on the paper approved by the client.

13. *Activity:* Creating interactive documents  
by using InDesign  
(Suggested time: 50-100 minutes)

ACA Exam Objectives: 4.7

Follow these steps to utilize this activity for this project:

- a. Use this activity to introduce how to use the interactive documents features in InDesign, specifically:
  - Creating buttons for navigation between pages
  - Adding page transitions between pages
  - Inserting audio clips and movies in the brochure
  - Creating simple animations
  - Adding hyperlinks to websites or other pages in the document
- b. Allow students time to create the interactive version of the brochure. Ask students to test each page of their interactive brochure by using the Preview panel in InDesign.

14. *Activity:* Publishing with InDesign  
(Suggested time: 50-100 minutes)

ACA Exam Objectives: 2.1, 3.5, 4.1, 5.1, 5.2

Follow these steps to utilize this activity for this project:

- a. Use this activity to introduce students to publishing options from InDesign, preparing files for print, exporting to multiple screens, and using adaptive layouts for viewing on different devices.
- b. Explain that the students must print the brochure for the delivery specs of the client, including the agreed upon paper type.
- c. Once students have created the interactive brochure, have them export both an Interactive PDF and an HTML file with embedded CSS to show their client.

15. Using the techniques from the *Working with clients* activity, introduce students to client debriefings. Advise students to have a debriefing session with their client for reviewing the final brochure and discussing their experiences.

**Note:** You might want to have the students brainstorm client interview questions, this time focusing on debriefing questions.

16. *Activity:* Peer review

ACA Exam Objectives: 2.3, 1.4, 2.6, 1.6, 1.4, 1.4

(Suggested time: 50 minutes)

Follow these steps to utilize this activity for this project:

- a. Use the guidelines in this activity to discuss how to participate in peer review by communicating information and listening and providing feedback.
- b. After the process and product have been reviewed with the client, partner student groups and ask students to hold a peer review session in which each student group presents its brochure.

17. *Activity:* Design project reflection papers

(Suggested time: 50 minutes)

Follow these steps to utilize this activity for this project:

- a. Using this activity, introduce reflection papers and have your students write about the process of creating a product and identify areas for improvement for both their product and their process.
- b. Instruct students to write a 1- to 2-page reflection paper about the process of creating their product, identifying areas for improvement for their product and process. Encourage students to reflect on the following:
  - How they employed design, project management, and technical skills they have learned in this and previous projects.
  - What they learned from the client debriefing.
  - What skills and techniques they want to learn next to further their knowledge of design and print production.

## Extension Activities

You can extend the project in the following ways:

- *Peer teaching:* Ask students to learn the techniques in the Photoshop advanced image-manipulation guides and hold a mini-seminar to teach the rest of the class. Their presentation should include the following:
  - A working example
  - A short explanation of when and where to use the feature (design challenges it helps to solve)
  - A step-by-step demonstration of how to create the feature.

- *Blue sky client scenario:* Have each student group create an exaggerated and fun organization and product or service that needs a brochure. Have each team place their idea in a hat, and then have teams draw an idea to determine who will be their client. Encourage your students to be creative and take advantage of the features and effects in Photoshop, Illustrator, and InDesign to create visual interest and clearly communicate product or service information in the brochure.
- *Teacher-led client scenario:* If outside clients are not available, you can be the client by mimicking a local organization such as a boys and girls club. Ask students to design a brochure for the boys and girls club highlighting programs, recruitment, and values to the community.

## Assessment

This is a high level view of what student should create during this project. Refer to the assessment rubrics in each activity for more detailed/specific assessment rubrics for each part of the project.

	<b>0 - Does not meet expectations</b>	<b>3 - Meets expectations</b>	<b>5 - Exceeds expectations</b>
<b>Brochures - content</b>	Absent or incomplete.	The brochure is appropriately written and communicates information to the target audience(s). Brochure content reflects accurate information gathered from reliable sources.	The brochure is original, creative, and eye-catching.  The brochure is well written and communicates information effectively to the target audience(s). The brochure's content synthesizes information from the interview and through research, and conveys a specific message. Brochure content reflects accurate information gathered from reliable sources.
<b>Tri-fold brochure - design</b>	Absent or incomplete.	The brochure employs design principles through the layout and uses such techniques as wrapped text, columns, and borders.	The brochure clearly and efficiently employs appropriate color theory, page layout, and design principles to help communicate the purpose and goal. The brochure incorporates such techniques as wrapped text, headlines, text effects, columns, shapes, and borders. Selected images use photo-manipulation techniques such as filters and blending tools.

<b>Interactive brochure - design</b>	Absent or incomplete.	The brochure employs design principles through the interactivity and uses such techniques as buttons and page transitions.	The brochure clearly and efficiently employs appropriate design principles through the interactivity. The brochure incorporates such techniques as buttons, page transitions, movies and audio clips, hyperlinks, and animations.
<b>Teamwork</b>	Absent or incomplete.	Student collaborates with other students as required to provide feedback or assistance. Fulfills assigned team roles and contributes equally to project work. Sometimes consults with other team members on major project decisions but makes minimal effort to help others build skills. Teams plan and manage multiple steps to ensure delivery and approval for design comps, content, and a final product to client.	Student collaborates freely with other students to provide feedback or assistance. Fulfills assigned team roles and contributes equally to project work. Consults with other team members on major project decisions and voluntarily helps others build skills to complete the project.  Teams efficiently and effectively collaborate and interact with peers, experts, or others to create design comps and final brochure. Teams efficiently and effectively plan and manage multiple steps to ensure delivery and approval for design comps, content, and a final product to client.
<b>Time management</b>	Unable to manage time.	Student allots time for each phase of the design and development process. Completes most phases on schedule.	Student thoughtfully and effectively allots time for each phase of the design and development process. Completes all phases on schedule.

## Background preparation resources

- To view video tutorials aligned with the skills required to complete this project, Adobe TV: <http://tv.adobe.com>
- For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: <http://edex.adobe.com/>
- For an overview of the interface and for more information on the technical aspects of *Adobe Photoshop*, see *Photoshop Help*.

- For an overview of the interface and for more information on the technical aspects of *Adobe Illustrator*, see *Illustrator Help*.
- For an overview of the interface and for more information on the technical aspects of *Adobe InDesign*, see *InDesign Help*.

## Brochures

- A collection of links to articles and resources on designing brochures:  
<http://desktoppub.about.com/od/brochures/Brochures.htm>.

## Keywords

- blending
- feathering
- gradient maps
- interactive brochure
- placeholder text
- smoothing
- sustainable design
- tri-fold
- vanishing

## ISTE NETS\*S Standards for Students

This project is aligned to the ISTE NETS\*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this project aligns to your state requirements.

### ISTE NETS\*S: Curriculum and Content Area Standards – NETS for Students

#### 1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- d. identify trends and forecast possibilities.

#### 2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

### 3. Research and Information Retrieval

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks

### 4. Critical Thinking and Problem Solving

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- d. use multiple processes and diverse perspectives to explore alternative solutions

### 5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.

### 6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- d. transfer current knowledge to learning of new technologies.

## Adobe Certified Associate Exam Objectives

### Adobe Certified Associate, Web Authoring objectives

- 1.1 Identify the purpose, audience, and audience needs for a website.
- 1.2 Identify web page content that is relevant to the website purpose and appropriate for the target audience.
- 1.6 Understand project management tasks and responsibilities.
- 2.6 Communicate with others (such as peers and clients) about design and content plans.

## **Adobe Certified Associate, Visual Communication objectives**

- 1.1 Identify the purpose, audience, and audience needs for preparing image(s).
- 1.3 Demonstrate knowledge of project management tasks and responsibilities.
- 1.4 Communicate with others (such as peers and clients) about design plans.
- 2.2 Demonstrate knowledge of design principles, elements, and image composition.
- 2.3 Demonstrate knowledge of typography.
- 2.4 Demonstrate knowledge of color correction using Photoshop.
- 3.1 Identify elements of the Photoshop interface and demonstrate knowledge of their functions.
- 3.2 Demonstrate knowledge of layers and masks.
- 4.1 Demonstrate knowledge of working with selections.
- 4.3 Transform images.
- 4.4 Adjust or correct the tonal range, color, or distortions of an image.
- 4.5 Demonstrate knowledge of retouching and blending images.
- 4.8 Demonstrate knowledge of filters.

## **Adobe Certified Associate, Video Communication objectives**

- 1.1 Identify the purpose, audience, and audience needs for preparing video.
- 1.4 Demonstrate knowledge of the production planning and management process.
- 2.6 Communicate with others (such as peers and clients) about design and content plans.

## **Adobe Certified Associate, Interactive Media Communication objectives**

- 1.1 Identify the purpose, audience, and audience needs for interactive media content.
- 1.5 Understand project management tasks and responsibilities.
- 1.6 Communicate with others (such as peers and clients) about design and content plans.

## **Adobe Certified Associate, Graphic Design & Illustration objectives**

- 1.1 Identify the purpose, audience, and audience needs for preparing graphics.
- 1.3 Demonstrate knowledge of project management tasks and responsibilities.
- 1.4 Communicate with others (such as peers and clients) about design plans.
- 2.2 Demonstrate knowledge of graphic resolution, graphic size, and graphic file format for web, video, and print.
- 2.3 Demonstrate knowledge of typography.
- 3.2 Use non-printing design tools in the interface
- 3.4 Demonstrate an understanding of vector drawing concepts.
- 3.5 Demonstrate knowledge of how to work with brushes, symbols, graphic styles, and patterns.

- 4.2 Demonstrate knowledge of how to use drawing and shape tools.
- 4.3 Demonstrate knowledge of how to use type tools.
- 4.5 Demonstrate the ability to create realistic graphics.
- 4.6 Demonstrate knowledge of how to modify and transform objects.

## Adobe Certified Associate, Print & Digital Media Publication objectives

- 1.1 identify the purpose, audience, and audience needs for preparing page layouts.
- 1.3 Demonstrate knowledge of project management tasks and responsibilities.
- 1.4 Communicate with others (such as peers and clients) about design plans.
- 2.1 Demonstrate knowledge of the appropriate properties of page layouts for print, web and digital publishing.
- 2.2 Demonstrate knowledge of design principles, elements, and graphic composition.
- 2.3 Demonstrate knowledge of typography.
- 3.5 Demonstrate knowledge of exporting, packaging, saving, and organizing files.
- 4.1 Demonstrate knowledge of how to create multiple-page documents.
- 4.2 Demonstrate knowledge of how to use styles.
- 4.4 Add text to a page layout.
- 4.6 Demonstrate knowledge of how to create special page elements using InDesign tools.
- 4.7 Demonstrate knowledge of how to add interactive elements using InDesign tools.
- 5.1 Demonstrate knowledge of how to prepare page layouts for publishing to print.
- 5.2 Demonstrate knowledge of how to prepare page layouts for export to multiscreen devices.

### For more information

Find more teaching materials for using Adobe software in your classroom on the Adobe Education Exchange: <http://edex.adobe.com/>.



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