Washington Office of Superintendent of PUBLIC INSTRUCTION

Career & Technical Education
Interim Curriculum Framework

Required Form
EVERETT PUBLIC SCHOOLS

Course Information		
Course Title: Graphic Design III		**Total Framework Actual Hours:** 90
CIP Code: 500402	☐ **Exploratory** ☒ **Preparatory**	**Date Last Modified:** 11.2023
Career Cluster: (Arts, /V Technology & Communications		**Cluster Pathway:** Visual Arts
Course Summary: Graphic Design III prepares students to apply artistic techniques to technical and commercial art concepts. Instruction includes computer-assisted art and design using vector and raster optics, using traditional art media, digital imaging, communication skills, and commercial art business operations. Advanced production techniques are used to create images for use in multimedia, print media, and web design. Emphasis is on layout and composition and development strategies for use with web, multimedia, print, and video production. Students develop visual presentation skills, develop drawing skills, and build a personal portfolio that can be submitted for AP exams and local competitions.		

Industry-Recognized Credentials:
You Science Precision Exams - 21st Century Success Skills
You Science Precision Exams - Production Graphics I
You Science Precision Exams - Production Graphics II

Work-Based Learning:
Career Research and Job Interview/Job Shadow in Course-Related Area
Guest Speaker (In-person and/or remote)
Industry Related Field Trips

CTSO:
TSA

Course Software:
Adobe Creative Cloud – Photoshop, Illustrator

Course Equipment:
Currently not available

Unit Information	
Unit: Working in the Design Industry – ADOBE PHOTOSHOP	**Total Learning Hours for Unit:** 10
Unit Summary:	
Components and Assessments	
Performance Assessments: • Students will successfully complete ADOBE PHOTOSHOP CERTIFICATION	
Leadership Alignment: Students will work independently and think creatively to learn the tools and skills necessary to complete the ADOBE PHOTOSHOP CERTIFICATION. Students will complete the certification digitally using technology effectively. Students will have to manage time and produce results that meet the certification standards. Additional 21st Century skills options: TSA Competitive Events – • Children's Stories • Digital Video Production • Fashion Design and Technology • Future Technology Teacher • Photographic Technology • Prepared Presentation • Promotional Design • Technology Problem Solving Scholastic Art Everett Public School Art Show Superintendents High School Art show – hosted by OPSI and WAEA	
Industry Standards and/or Competencies	
Name of standards: Communicating Through Graphic Design	**Website:** Book by Claire Mowbray Golding and Kevin Gatta
1.1 Identify the purpose, audience, and audience needs for preparing designs and artwork. 1.1.a Determine whether content is relevant to the purpose, audience, audience needs, user experience, and has an appropriate design for target devices.	

1.1.b Identify requirements based on how the designs and artwork will be used, including video, print, and web.

1.2 Communicate with colleagues and clients about design plans.

1.2.a Demonstrate knowledge of techniques for communicating about design plans with peers and clients.

1.2.b Demonstrate knowledge of basic project management concepts.

1.3 Determine the type of copyright, permissions, and licensing required to use specific content.

1.3.a Identify legal and ethical considerations for using third-party content, such as copyright, permissions, and licensing.

1.3.b Identify when and how to obtain permission to use images of people and locations.

1.4 Demonstrate an understanding of key terminology related to digital graphics.

1.4.a Demonstrate knowledge of digital graphics terminology.

1.4.b Demonstrate knowledge of how color is created in digital graphics.

1.5 Demonstrate knowledge of basic design principles and best practices employed in the design industry.

1.5.a Communicate visually by using the elements and principles of design and common design techniques.

1.5.b Identify and use common typographic adjustments to create contrast, hierarchy, and enhanced readability.

1.5.c Define common graphic design and illustration terms and principles.

Aligned Washington State Learning Standards
In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Arts	**Media Arts** Performance Standard (MA:Cn11.1.III) a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks. b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. Performance Standard (MA:Cn10.1.II) a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence. Performance Standard (MA:Cn11.1.II) a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth. b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity. **Visual Arts**

	Performance Standard (VA:Cr2.2.III) a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. Performance Standard (VA:Re7.1.III) a. Analyze how responses to art develop over time based on knowledge of and experience with art and life. Performance Standard (VA:Re9.1.III) a. Construct evaluations of a work of art or collection of works based on differing sets of criteria. Performance Standard (VA:Cn10.1.III) a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. Performance Standard (VA:Cn11.1.III) a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
Educational Technology	**Empowered Learner** 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. **Innovative Designer** 4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. **Creative Communicator** 6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
English Language Arts	CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Unit Information	
Unit: Project Setup and Interface – ADOBE PHOTOSHOP	**Total Learning Hours for Unit:** 10
Unit Summary:	

Components and Assessments

Performance Assessments:
- Students will successfully complete ADOBE PHOTOSHOP CERTIFICATION

Leadership Alignment:

Students will work independently and think creatively to learn the tools and skills necessary to complete the ADOBE PHOTOSHOP CERTIFICATION. Students will complete the certification digitally using technology effectively. Students will have to manage time and produce results that meet the certification standards.

Additional 21st Century skills options:

TSA Competitive Events –
- Children's Stories
- Digital Video Production
- Fashion Design and Technology
- Future Technology Teacher
- Photographic Technology
- Prepared Presentation
- Promotional Design
- Technology Problem Solving

Scholastic Art

Everett Public School Art Show

Superintendents High School Art show – hosted by OPSI and WAEA

Industry Standards and/or Competencies	
Name of standards: Communicating Through Graphic Design	**Website:** Book by Claire Mowbray Golding and Kevin Gatta

2.1 Create a document with the appropriate settings for mobile, web, print, film and video, or art and illustration.

2.1.a Set appropriate document settings for printed and onscreen artwork.

2.1.b Create document presets to reuse for specific project needs.

2.2 Navigate, organize, and customize the application workspace.

2.2.a Identify and manipulate elements of the Illustrator interface.

2.2.b Organize and customize the workspace.

2.2.c Configure application preferences.

2.3 Use non-printing design tools in the interface to aid in design or workflow.

2.3.a Navigate documents.

2.3.b Use rulers.

2.3.c Use guides and grids.

2.3.d Use views and modes to work efficiently with vector graphics.

2.4 Manage assets in a project.

2.4.a Open artwork.

2.4.b Place assets in an Illustrator document.

2.4.c Use the Links panel.

2.5 Manage colors, swatches, and gradients.

2.5.a Set the active fill and stroke colors.

2.5.b Create and customize gradients.

2.5.c Create, manage, and edit swatches and swatch libraries.

2.5.d Use the Color Guide panel to select coordinated colors.

2.6 Manage preset brushes, symbols, styles, and patterns.

2.6.a Open and browse libraries of included brushes, symbols, graphic
styles, and patterns.

2.6.b Edit preset brushes, symbols, graphic styles, and patterns

Aligned Washington State Learning Standards
In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Arts	**Media Arts** Performance Standard (MA:Cn11.1.III) a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks. b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. Performance Standard (MA:Cn10.1.II) a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence. Performance Standard (MA:Cn11.1.II) a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth. b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.

	Visual Arts Performance Standard (VA:Cr2.2.III) a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. Performance Standard (VA:Re7.1.III) a. Analyze how responses to art develop over time based on knowledge of and experience with art and life. Performance Standard (VA:Re9.1.III) a. Construct evaluations of a work of art or collection of works based on differing sets of criteria. Performance Standard (VA:Cn10.1.III) a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. Performance Standard (VA:Cn11.1.III) a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
Educational Technology	**Empowered Learner** 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. **Innovative Designer** 4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. **Creative Communicator** 6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations
English Language Arts	CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Unit Information	
Unit: Organizing Documents – ADOBE PHOTOSHOP	**Total Learning Hours for Unit:** 5

Unit Summary:

Components and Assessments

Performance Assessments:
- Students will successfully complete ADOBE PHOTOSHOP CERTIFICATION

Leadership Alignment:
Students will work independently and think creatively to learn the tools and skills necessary to complete the ADOBE PHOTOSHOP CERTIFICATION. Students will complete the certification digitally using technology effectively. Students will have to manage time and produce results that meet the certification standards.

Additional 21st Century skills options:

TSA Competitive Events –
- Children's Stories
- Digital Video Production
- Fashion Design and Technology
- Future Technology Teacher
- Photographic Technology
- Prepared Presentation
- Promotional Design
- Technology Problem Solving

Scholastic Art

Everett Public School Art Show

Superintendents High School Art show – hosted by OPSI and WAEA

Industry Standards and/or Competencies

Name of standards: Communicating Through Graphic Design	**Website:** Book by Claire Mowbray Golding and Kevin Gatta

3.1 Use layers to manage design elements.
3.1.a Use the Layers panel to modify layers.
3.1.b Manage and work with multiple layers in a complex project.
3.2 Modify layer visibility using opacity and masks.
3.2.a Adjust the opacity of a layer.
3.2.b Create, apply, and manipulate clipping masks.

Aligned Washington State Learning Standards
In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Arts	**Media Arts** Performance Standard (MA:Cn11.1.III) a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks. b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. Performance Standard (MA:Cn10.1.II) a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence. Performance Standard (MA:Cn11.1.II) a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth. b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity. **Visual Arts** Performance Standard (VA:Cr2.2.III) a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. Performance Standard (VA:Re7.1.III) a. Analyze how responses to art develop over time based on knowledge of and experience with art and life. Performance Standard (VA:Re9.1.III) a. Construct evaluations of a work of art or collection of works based on differing sets of criteria. Performance Standard (VA:Cn10.1.III) a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. Performance Standard (VA:Cn11.1.III) a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
Educational Technology	**Empowered Learner** 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore

	emerging technologies.
	Innovative Designer
	4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
	4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
	Creative Communicator
	6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
English Language Arts	CCSS.ELA-LITERACY.RI.9-10.2
	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Unit Information	
Unit: Creating and Modifying Visual Elements – ADOBE PHOTOSHOP	**Total Learning Hours for Unit:** 10
Unit Summary:	

Components and Assessments
Performance Assessments:
• Students will successfully complete ADOBE PHOTOSHOP CERTIFICATION
Leadership Alignment:
Students will work independently and think creatively to learn the tools and skills necessary to complete the ADOBE PHOTOSHOP CERTIFICATION. Students will complete the certification digitally using technology effectively. Students will have to manage time and produce results that meet the certification standards.
Additional 21st Century skills options:

TSA Competitive Events –
- Children's Stories
- Digital Video Production
- Fashion Design and Technology
- Future Technology Teacher
- Photographic Technology
- Prepared Presentation
- Promotional Design
- Technology Problem Solving

Scholastic Art

Everett Public School Art Show

Superintendents High School Art show – hosted by OPSI and WAEA

Industry Standards and/or Competencies	
Name of standards: Communicating Through Graphic Design	**Website:** Book by Claire Mowbray Golding and Kevin Gatta

4.1 Use core tools and features to create visual elements.

4.1.a Create graphics or artwork using a variety of tools.

4.2 Add and manipulate text using appropriate typographic settings.

4.2.a Use type tools to add typography.

4.2.b Use appropriate character settings.

4.2.c Use appropriate paragraph settings.

4.2.d Convert text to graphics.

4.2.e Manage text flow.

4.3 Make, manage, and manipulate selections.

4.3.a Select objects using a variety of tools.

4.3.b Modify and refine selections using various methods.

4.3.c Group or ungroup selections.

4.4 Transform digital graphics and media.

4.4.a Modify artboards.

4.4.b Rotate, flip, and transform individual layers, objects, selections, groups, or graphical elements.

4.5 Use basic reconstructing and editing techniques to manipulate digital graphics and media.

4.5.a Apply basic auto-correction methods and tools.

4.5.b Repair and reconstruct graphics.

4.5.c Evaluate or adjust the appearance of objects, selections, or layers.

4.5.d Use Image Trace to create vectors from bitmap images.

4.6 Modify the appearance of design elements using effects and graphic styles.	
4.6.a Use effects to modify images.	
4.6.b Create, edit, and save graphic styles.	
4.6.c Expand the appearance of objects.	

Aligned Washington State Learning Standards
In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Arts	**Media Arts** Performance Standard (MA:Cn11.1.III) a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks. b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. Performance Standard (MA:Cn10.1.II) a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence. Performance Standard (MA:Cn11.1.II) a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth. b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity. **Visual Arts** Performance Standard (VA:Cr2.2.III) a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. Performance Standard (VA:Re7.1.III) a. Analyze how responses to art develop over time based on knowledge of and experience with art and life. Performance Standard (VA:Re9.1.III) a. Construct evaluations of a work of art or collection of works based on differing sets of criteria. Performance Standard (VA:Cn10.1.III) a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

	Performance Standard (VA:Cn11.1.III)
	a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
Educational Technology	**Empowered Learner** 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. **Innovative Designer** 4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. **Creative Communicator** 6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations
English Language Arts	CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Unit Information
Unit: Publishing Digital Media – ADOBE PHOTOSHOP	**Total Learning Hours for Unit:** 10
Unit Summary:	

Components and Assessments

Performance Assessments:
- Students will successfully complete ADOBE PHOTOSHOP CERTIFICATION

Leadership Alignment:
Students will work independently and think creatively to learn the tools and skills necessary to complete the ADOBE PHOTOSHOP CERTIFICATION. Students will complete the certification digitally using technology effectively. Students will have to manage time and produce results that meet the certification standards.
Additional 21st Century skills options:

TSA Competitive Events –
- Children's Stories
- Digital Video Production
- Fashion Design and Technology
- Future Technology Teacher
- Photographic Technology
- Prepared Presentation
- Promotional Design
- Technology Problem Solving

Scholastic Art

Everett Public School Art Show

Superintendents High School Art show – hosted by OPSI and WAEA

Industry Standards and/or Competencies

Name of standards: Communicating Through Graphic Design	**Website:** Book by Claire Mowbray Golding and Kevin Gatta

5.1 Prepare images for export to web, print, and video.

5.1.a Check document for errors and project specifications.

5.2 Export or save digital images to various file formats.

5.2. a Save in the native file format for Photoshop (.psd).

5.2.b Save in appropriate image formats for the intended purpose.

5.2.c Export project elements.

Aligned Washington State Learning Standards
In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Arts	**Media Arts** Performance Standard (MA:Cn11.1.III) a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks. b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. Performance Standard (MA:Cn10.1.II) a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and

	form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.
	Performance Standard (MA:Cn11.1.II)
	a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.
	b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.
	Visual Arts
	Performance Standard (VA:Cr2.2.III)
	a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
	Performance Standard (VA:Re7.1.III)
	a. Analyze how responses to art develop over time based on knowledge of and experience with art and life.
	Performance Standard (VA:Re9.1.III)
	a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.
	Performance Standard (VA:Cn10.1.III)
	a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
	Performance Standard (VA:Cn11.1.III)
	a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
Educational Technology	**Empowered Learner**
	1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way
	1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
	Innovative Designer
	4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
	4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
	Creative Communicator
	6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations

English Language Arts	CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Unit Information	
Unit: Working in the Design Industry – ADOBE ILLUSTRATOR	**Total Learning Hours for Unit:** 10
Unit Summary:	

Components and Assessments
Performance Assessments: • Students will successfully complete ADOBE ILLUSTRATOR CERTIFICATION

Leadership Alignment:
Students will work independently and think creatively to learn the tools and skills necessary to complete the ADOBE ILLUSTRATOR CERTIFICATION. Students will complete the certification digitally using technology effectively. Students will have to manage time and produce results that meet the certification standards.
Additional 21st Century skills options:
TSA Competitive Events –
    • Children's Stories
    • Digital Video Production
    • Fashion Design and Technology
    • Future Technology Teacher
    • Photographic Technology
    • Prepared Presentation
    • Promotional Design
    • Technology Problem Solving
Scholastic Art
Everett Public School Art Show
Superintendents High School Art show – hosted by OPSI and WAEA

Industry Standards and/or Competencies	
Name of standards: Communicating Through Graphic Design	**Website:** Book by Claire Mowbray Golding and Kevin Gatta
1.1 Identify the purpose, audience, and audience needs for preparing designs and artwork.	

1.1.a Determine whether content is relevant to the purpose, audience, audience needs, user experience, and has an appropriate design for target devices.

1.1.b Identify requirements based on how the designs and artwork will be used, including video, print, and web.

1.2 Communicate with colleagues and clients about design plans.

1.2.a Demonstrate knowledge of techniques for communicating about design plans with peers and clients.

1.2.b Demonstrate knowledge of basic project management concepts.

1.3 Determine the type of copyright, permissions, and licensing required to use specific content.

1.3.a Identify legal and ethical considerations for using third-party content, such as copyright, permissions, and licensing.

1.3.b Identify when and how to obtain permission to use images of people and locations.

1.4 Demonstrate an understanding of key terminology related to digital graphics.

1.4.a Demonstrate knowledge of digital graphics terminology.

1.4.b Demonstrate knowledge of how color is created in digital graphics.

1.5 Demonstrate knowledge of basic design principles and best practices employed in the design industry.

1.5.a Communicate visually by using the elements and principles of design and common design techniques.

1.5.b Identify and use common typographic adjustments to create contrast, hierarchy, and enhanced readability.

1.5.c Define common graphic design and illustration terms and principles.

Aligned Washington State Learning Standards *In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.*	
Arts	**Media Arts** Performance Standard (MA:Cn11.1.III) a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks. b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. Performance Standard (MA:Cn10.1.II) a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence. Performance Standard (MA:Cn11.1.II) a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.

	b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.
	Visual Arts
	Performance Standard (VA:Cr2.2.III)
	a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
	Performance Standard (VA:Re7.1.III)
	a. Analyze how responses to art develop over time based on knowledge of and experience with art and life.
	Performance Standard (VA:Re9.1.III)
	a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.
	Performance Standard (VA:Cn10.1.III)
	a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
	Performance Standard (VA:Cn11.1.III)
	a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
Educational Technology	**Empowered Learner**
	1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way
	1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
	Innovative Designer
	4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
	4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
	Creative Communicator
	6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
English Language Arts	CCSS.ELA-LITERACY.RI.9-10.2
	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Unit Information

Unit: Project Setup and Interface – ADOBE ILLUSTRATOR	**Total Learning Hours for Unit:** 10

Unit Summary:

Components and Assessments

Performance Assessments:
- Students will successfully complete ADOBE ILLUSTRATOR CERTIFICATION

Students will <u>work independently</u> and <u>think creatively</u> to learn the tools and skills necessary to complete the ADOBE ILLUSTRATOR CERTIFICATION. Students will complete the certification digitally using <u>technology effectively</u>. Students will have to <u>manage time</u> and <u>produce results</u> that meet the certification standards.

<u>Additional 21st Century skills options</u>:

TSA Competitive Events –
- Children's Stories
- Digital Video Production
- Fashion Design and Technology
- Future Technology Teacher
- Photographic Technology
- Prepared Presentation
- Promotional Design
- Technology Problem Solving

Scholastic Art

Everett Public School Art Show

Superintendents High School Art show – hosted by OPSI and WAEA

Industry Standards and/or Competencies

Name of standards: Communicating Through Graphic Design	**Website:** Book by Claire Mowbray Golding and Kevin Gatta

<u>2.1 Create a document with the appropriate settings for mobile, web, print, film and video, or art and illustration.</u>

2.1.a Set appropriate document settings for printed and onscreen artwork.

2.1.b Create document presets to reuse for specific project needs.

<u>2.2 Navigate, organize, and customize the application workspace.</u>

2.2.a Identify and manipulate elements of the Illustrator interface.

2.2.b Organize and customize the workspace.

2.2.c Configure application preferences.

<u>2.3 Use non-printing design tools in the interface to aid in design or workflow.</u>

2.3.a Navigate documents.

2.3.b Use rulers.

2.3.c Use guides and grids.

2.3.d Use views and modes to work efficiently with vector graphics.

<u>2.4 Manage assets in a project.</u>

2.4.a Open artwork.

2.4.b Place assets in an Illustrator document.

2.4.c Use the Links panel.

<u>2.5 Manage colors, swatches, and gradients.</u>

2.5.a Set the active fill and stroke colors.

2.5.b Create and customize gradients.

2.5.c Create, manage, and edit swatches and swatch libraries.

2.5.d Use the Color Guide panel to select coordinated colors.

2.6 Manage preset brushes, symbols, styles, and patterns.

2.6.a Open and browse libraries of included brushes, symbols, graphic styles, and patterns.

2.6.b Edit preset brushes, symbols, graphic styles, and patterns.

Aligned Washington State Learning Standards
In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Arts	**Media Arts** Performance Standard (MA:Cn11.1.III) a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks. b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. Performance Standard (MA:Cn10.1.II) a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence. Performance Standard (MA:Cn11.1.II) a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth. b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.

	Visual Arts Performance Standard (VA:Cr2.2.III) a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. Performance Standard (VA:Re7.1.III) a. Analyze how responses to art develop over time based on knowledge of and experience with art and life. Performance Standard (VA:Re9.1.III) a. Construct evaluations of a work of art or collection of works based on differing sets of criteria. Performance Standard (VA:Cn10.1.III) a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. Performance Standard (VA:Cn11.1.III) a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
Educational Technology	**Empowered Learner** 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. **Innovative Designer** 4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. **Creative Communicator** 6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
English Language Arts	CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Unit Information	
Unit: Organizing Documents – ADOBE ILLUSTRATOR	**Total Learning Hours for Unit:** 5

Unit Summary:

Components and Assessments

Performance Assessments:
• Students will successfully complete ADOBE ILLUSTRATOR CERTIFICATION
Leadership Alignment: Students will <u>work independently</u> and <u>think creatively</u> to learn the tools and skills necessary to complete the ADOBE ILLUSTRATOR CERTIFICATION. Students will complete the certification digitally using <u>technology effectively</u>. Students will have to <u>manage time</u> and <u>produce results</u> that meet the certification standards. <u>Additional 21st Century skills options:</u> TSA Competitive Events – • Children's Stories • Digital Video Production • Fashion Design and Technology • Future Technology Teacher • Photographic Technology • Prepared Presentation • Promotional Design • Technology Problem Solving Scholastic Art Everett Public School Art Show Superintendents High School Art show – hosted by OPSI and WAEA

Industry Standards and/or Competencies

Name of standards: Communicating Through Graphic Design	**Website:** Book by Claire Mowbray Golding and Kevin Gatta

<u>3.1 Use layers to manage design elements.</u> 3.1.a Use the Layers panel to modify layers. 3.1.b Manage and work with multiple layers in a complex project. <u>3.2 Modify layer visibility using opacity and masks.</u> 3.2.a Adjust the opacity of a layer. 3.2.b Create, apply, and manipulate clipping masks.

Aligned Washington State Learning Standards
In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Arts	**Media Arts** Performance Standard (MA:Cn11.1.III) a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks. b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. Performance Standard (MA:Cn10.1.II) a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence. Performance Standard (MA:Cn11.1.II) a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth. b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity. **Visual Arts** Performance Standard (VA:Cr2.2.III) a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. Performance Standard (VA:Re7.1.III) a. Analyze how responses to art develop over time based on knowledge of and experience with art and life. Performance Standard (VA:Re9.1.III) a. Construct evaluations of a work of art or collection of works based on differing sets of criteria. Performance Standard (VA:Cn10.1.III) a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. Performance Standard (VA:Cn11.1.III) a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
Educational Technology	**Empowered Learner** 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore

	emerging technologies.
	Innovative Designer
	4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
	4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
	Creative Communicator
	6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
English Language Arts	CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Unit Information	
Unit: Creating and Modifying Visual Elements – ADOBE ILLUSTRATOR	**Total Learning Hours for Unit:** 10
Unit Summary:	

Components and Assessments
Performance Assessments: • Students will successfully complete ADOBE ILLUSTRATOR CERTIFICATION
Leadership Alignment: Students will work independently and think creatively to learn the tools and skills necessary to complete the ADOBE ILLUSTRATOR CERTIFICATION. Students will complete the certification digitally using technology effectively. Students will have to manage time and produce results that meet the certification standards. Additional 21st Century skills options:

TSA Competitive Events –
- Children's Stories
- Digital Video Production
- Fashion Design and Technology
- Future Technology Teacher
- Photographic Technology
- Prepared Presentation
- Promotional Design
- Technology Problem Solving

Scholastic Art

Everett Public School Art Show

Superintendents High School Art show – hosted by OPSI and WAEA

Industry Standards and/or Competencies	
Name of standards: Communicating Through Graphic Design	**Website:** Book by Claire Mowbray Golding and Kevin Gatta

4.1 Use core tools and features to create visual elements.
4.1.a Create graphics or artwork using a variety of tools.
4.2 Add and manipulate text using appropriate typographic settings.
4.2.a Use type tools to add typography.
4.2.b Use appropriate character settings.
4.2.c Use appropriate paragraph settings.
4.2.d Convert text to graphics.
4.2.e Manage text flow.
4.3 Make, manage, and manipulate selections.
4.3.a Select objects using a variety of tools.
4.3.b Modify and refine selections using various methods.
4.3.c Group or ungroup selections.
4.4 Transform digital graphics and media.
4.4.a Modify artboards.
4.4.b Rotate, flip, and transform individual layers, objects, selections, groups, or graphical elements.
4.5 Use basic reconstructing and editing techniques to manipulate digital graphics and media.
4.5.a Apply basic auto-correction methods and tools.
4.5.b Repair and reconstruct graphics.
4.5.c Evaluate or adjust the appearance of objects, selections, or layers.
4.5.d Use Image Trace to create vectors from bitmap images.

4.6 Modify the appearance of design elements using effects and graphic styles. 4.6.a Use effects to modify images. 4.6.b Create, edit, and save graphic styles. 4.6.c Expand the appearance of objects.	

<table>
<tr>
<td colspan="2" align="center">Aligned Washington State Learning Standards
In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.</td>
</tr>
<tr>
<td>Arts</td>
<td>Media Arts
Performance Standard (MA:Cn11.1.III)
a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.
b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.
Performance Standard (MA:Cn10.1.II)
a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.
b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.
Performance Standard (MA:Cn11.1.II)
a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.
b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.
Visual Arts
Performance Standard (VA:Cr2.2.III)
a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
Performance Standard (VA:Re7.1.III)
a. Analyze how responses to art develop over time based on knowledge of and experience with art and life.
Performance Standard (VA:Re9.1.III)
a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Performance Standard (VA:Cn10.1.III)
a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</td>
</tr>
</table>

	Performance Standard (VA:Cn11.1.III)
	a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
Educational Technology	**Empowered Learner** 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. **Innovative Designer** 4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. **Creative Communicator** 6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations
English Language Arts	CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Unit Information	
Unit: Publishing Digital Media - ADOBE ILLUSTRATOR	**Total Learning Hours for Unit:** 10
Unit Summary:	

Components and Assessments
Performance Assessments: • Students will successfully complete ADOBE ILLUSTRATOR CERTIFICATION
Leadership Alignment: Students will work independently and think creatively to learn the tools and skills necessary to complete the ADOBE ILLUSTRATOR CERTIFICATION. Students will complete the certification digitally using technology effectively. Students will have to manage time and produce results that meet the certification standards. Additional 21st Century skills options:

TSA Competitive Events –
- Children's Stories
- Digital Video Production
- Fashion Design and Technology
- Future Technology Teacher
- Photographic Technology
- Prepared Presentation
- Promotional Design
- Technology Problem Solving

Scholastic Art

Everett Public School Art Show

Superintendents High School Art show – hosted by OPSI and WAEA

Industry Standards and/or Competencies

Name of standards: Communicating Through Graphic Design	**Website:** Book by Claire Mowbray Golding and Kevin Gatta

5.1 Prepare images for export to web, print, and video.
5.1.a Verify project specifications.
5.2 Export or save digital images to various file formats.
5.2.a Save in the native file format for Illustrator (.ai).
5.2.b Save graphics in appropriate formats for print or screen.
5.2.c Export project elements.
5.2.d Package an Illustrator project.

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Arts	**Media Arts** Performance Standard (MA:Cn11.1.III) a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks. b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. Performance Standard (MA:Cn10.1.II) a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and

	form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence. Performance Standard (MA:Cn11.1.II) a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth. b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity. **Visual Arts** Performance Standard (VA:Cr2.2.III) a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. Performance Standard (VA:Re7.1.III) a. Analyze how responses to art develop over time based on knowledge of and experience with art and life. Performance Standard (VA:Re9.1.III) a. Construct evaluations of a work of art or collection of works based on differing sets of criteria. Performance Standard (VA:Cn10.1.III) a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. Performance Standard (VA:Cn11.1.III) a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
Educational Technology	**Empowered Learner** 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. **Innovative Designer** 4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. **Creative Communicator** 6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

English Language Arts	CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CTE Application Assurances: Education Data System (EDS)

1. **Sequence of Courses**
   District assures that students have access to a sequence of CTE courses, in a planned progression of learning experiences that leads to postsecondary education, apprenticeship, and workforce.

2. **Course Oversight**
   a. District assures that the general advisory committee, meeting criteria of RCW 28A.150.500, has reviewed labor market data to determine the need for this/these course(s).
   b. District assures that CTE programs, including the course or courses reflected in this application is/are reviewed annually and the results are used for continuous program improvement and annual update of district four-year plan.
      - This includes the evaluation of whether this course or courses align with high demand occupation as defined in RCW 28A.700.020. In the event that it is determined a course no longer aligns with high demand occupations, the district understands the need to phase the course out.
   c. District assures that an appropriately certified CTE teacher will be instructing this/these course(s).
      - If a conditional certification is utilized, all requirements in WAC 181-77-014 will be met.

3. **Course Content**
   a. Industry Alignment: District assures alignment with current state and/or nationally recognized industry standards. In the absence of state or nationally recognized standards, program specific advisory committee is responsible for developing and integrating industry-based standards.
   b. Academic Alignment: District assures alignment with current and applicable Washington State Learning Standards.
   c. Leadership Alignment: District assures alignment with current and applicable Washington 21st Century Leadership skills, ensuring students practice and demonstrate identified leadership skills supporting increased employability. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.
   d. District assures course content reflected in framework identifies standards which are taught and assessed.

4. **Course Outcomes**
   a. District assures that students are given access to extended learning and leadership opportunities related to the CTE course or program which occur beyond the scheduled school day and school year.
      - Extended learning is managed and/or supervised by certified CTE teachers.
      - CTE instructors are provided the time and resources to connect student learning with work, home, and community.
   b. District assures students will be given opportunities to demonstrate occupationally specific skills and competencies of current state and national standards using a contextual, hands-on approach.
   c. District assures that all students, regardless of race, color, national origin, sex, or disability, have equal access and opportunities to succeed in CTE.
   d. District assures that all students have access to embedded work-based learning opportunities which support students with career development and planning.
      - If worksite learning opportunities are provided in this course, district assures compliance to all worksite learning requirements.
      - If off-campus industry-based instruction sites are required for this program, agreements and partnerships have been established with the number of sites needed to facilitate all students in the program participating in the industry-based instruction portion