

Everett Public Schools Framework: AP Studio Art

Course: Graphic Design/Commercial and Advertising Art	Total Framework Hours: 180 Hours
CIP Code: 500402	Type: Preparatory
Career Cluster: Arts, Audio/Video Technology & Communications	Date Last Modified: Wednesday, January 22, 2014

Resources and Standard used in Framework Development:

Standards used are from PrintEd 2010, SkillsUSA and Teacher workshop identified specific skills as outlined in the OSPI Model Framework for 500402 Graphic Design/Commercial and Advertising Art.

Unit 1 EXPLORATORY AND CRITIQUES

Hours: 25

Performance Assessment(s):

The exploration section is the studies done before and after the portfolio is started a submitted. These assignments are dealing with the exploration of new art medias, past AP Students works, AP requirements, art history and themes for the advance art student. It also covers assignments given during the time after the AP portfolio is submitted to the college board.

Critiques are performed weekly or whenever needed. They can be individual or group critiques to help students develop.

Leadership Alignment:

TSA Competitions that relate and are directly used within the CTSO: Digital Video Production, Photographic Technology, Promotional Graphics, Video Game Design, Webmaster, On Demand Video

Standards and Competencies

Standard E: Color Theory

1. Explain additive and subtractive color theory.
2. Explain the effect of lighting on color perception.
3. Explain the effect of the surround on color perception.
4. Explain the significance of standard viewing conditions in the graphic communications industry.
5. Explain the influence of the substrate on color reproduction.

Standard I: Measurement

1. Measure linear dimensions for printing materials in inches and fractions of inches.
2. Measure type in points and line length in picas.
4. Measure original images for reduction and enlargement using various methods to determine the percentage for final reproduction.

Standard J: Basic Math

1. Solve addition of whole number problems—two and three digits.
2. Solve addition of fraction problems.
3. Solve addition of decimal problems—two and three digits.
4. Solve subtraction of whole number problems—two and three digits.
5. Solve subtraction of fraction problems.
6. Solve subtraction of decimal problems—two and three digits.
7. Solve multiplication of whole numbers—two and three digits.
8. Solve multiplication of decimal problems—two and three digits.
9. Solve division of whole number problems—two and three digits.
10. Solve various problems that require dividing a given dimension in half.

11. Solve division of decimal problems—two and three digits.
12. Solve decimals to percent conversion problems.
13. Solve percent to decimal conversion problems.
14. Solve basic ratio and proportion problems.
15. Solve basic linear measurement problems.
16. Solve basic type calculation problems.
17. Solve basic liquid measurement problems.
18. Solve basic paper cutting calculations.
19. Solve word problems that require an understanding of estimating.

Standard O: Digital Illustration

1. Demonstrate an understanding of the differences between raster and vector files.
2. Use the appropriate graphics program to create a design or logo using manipulated type (rotated, circled, extended, tints and fills, etc.).
3. Create or trace drawings/photographs using a vector illustration program.
4. Create or edit images in a raster based program using layers; transparencies; layer modes; masks; and, selections, etc.
5. Create a spot color illustration or logo using Pantone Matching System® (PMS) or other color matching system, and view or print separations.
6. Demonstrate a functional knowledge of computer menus, shortcut keys, and palettes in illustration software.
7. Create a single color vector graphic.
8. Create a vector graphic using tints, fills, and color.
9. Create a vector graphic using manipulated type.
10. Trace a bitmap drawing and convert to a vector.
11. Edit an existing piece of vector art.

Standard P: Design Principles

1. Identify the basic principles of design (i.e., unity; contrast; proportions; balance; emphasis; and, rhythm).
2. Identify the basic elements of design (i.e., line; shape; direction; size; texture; value; and, color).
3. Create thumbnails and rough drafts by sketching. Use markers or colored pencils to show color.
4. Pitch a concept to demonstrate an understanding of the relationship between message; color; typography; images; and, layout.
5. Brainstorm keywords for a design concept based on customer need and target audience.
6. Demonstrate an understanding of color theory by describing primary, secondary, and tertiary colors including hue, tint, value and shade, and the effect of light and distance on color.
7. Critique a layout to determine if it meets the customer's needs, and suggest improvements.
8. Demonstrate an understanding of corporate identity including how branding affects consumer recognition.
9. Demonstrate an understanding of color relationships (complimentary, analogous, monochromatic, etc.).
10. Create a storyboard to demonstrate a time-based concept.

Standard V: Visual Techniques Drawing and Painting

1. Demonstrate skills used to define and analyze a given problem
2. Explain the importance and dynamics of individual and teamwork approaches of problem solving
3. Develop thematic compositions using a variety of techniques (sketchbooks)
4. Develop compositions using traditional wet/Dry materials
5. Develop compositions and works using non-traditional techniques both printed and linear graphics (TV commercials, videos, etc)
6. Drawing – Material, life drawing, observational, 2D/3D, still/life drawing, light/shadow
7. Painting – Materials, styles, Techniques
8. Illustration – Materials, styles, techniques.

Standard W: Concept Development

1. Brainstorming,

2. Concept sketching
3. Thumbnails
4. Roughs
5. Mockups
6. Aesthetics

Standard X: Portfolio

1. Explore and identify content of a professional portfolio
2. Select, organize, develop and refine a marketable portfolio

Standard WR 2: Personal Success

WR-2.1 Implement effective study skills for academic success;

WR-2.2 Develop personal goals using SMART (Specific Measurable Attainable Realistic Timely), objectives and strategies.

WR-2.3 Use interpersonal skills to facilitate effective teamwork;

WR-2.4 Use a problem-solving model and critical-thinking skills to make informed decisions;

WR-2.5 Use effective time-management and goal-setting strategies;

WR-2.6 Effectively use information and communication technology tools; and

WR-2.7 Identify skills that can be transferable among a variety of careers.

WR-2.8 Create and complete appropriate documents such as electronic portfolio, personal resumé, employment application, letter of intent, letters of recommendation and thank you letters.

Standard WR 4: Problem Solving

WR-4.1 Employ critical thinking skills independently and in teams to solve problems and make decisions.

WR-4.2 Employ critical thinking and interpersonal skills to resolve conflicts.

WR-4.3 Identify and document workplace performance goals and monitor progress toward those goals

WR-4.4 Conduct technical research to gather information necessary for decision-making

WR-4.5 Explain the importance and dynamics of individual and teamwork approaches of problem solving

WR-4.6 Describe methods of researching and validating reliable information relevant to the problem

WR-4.7 Explain strategies used to formulate ideas, proposals and solutions to problems

WR-4.8 Select potential solutions based on reasoned criteria

WR-4.9 Implement and evaluate solution(s)

Standard WR 7: Ethics and Legal responsibilities

WR-7.1 Evaluate and justify decisions based on ethical reasoning.

WR-7.2 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.

WR-7.3 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.

WR-7.4 Interpret and explain written organizational policies and procedures.

WR-7.5 Collaborate with classmates in researching or reviewing an Acceptable Use Policy

WR-7.6 Internet search (optional)

WR-7.7 Responsibilities of Internet use (using the Internet efficiently and ethically for work, identifying the risks of posting personal and work information on the internet, social networking sites, job search sites, taking measures to avoid internet security risks such as viruses, malware)

WR-7.8 Discuss legal issues associated with locating and retrieving information from the internet

WR-7.9 Understand Acceptable Use Policy, Copyright and Fair Use Laws

WR-7.13 Understand Intellectual Properties rights

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

- 1.2 Develops arts skills and techniques.
- 1.3 Understands and applies arts genres and styles from various artists, cultures, and times.
- 1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- 2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):
 - Identifies audience and purpose.
 - Explores, gathers, and interprets information from diverse sources.
 - Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
 - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
 - Reflects for the purpose of self-evaluation and improvement of the creative work.
 - Refines work based on feedback, self-reflection, and aesthetic criteria.
 - Presents work to others in a performance, exhibition, and/or production.
 - Performs work for others in a performance and/or production.
- 2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):
 - Identifies audience and purpose of the work and/or performance.
 - Selects artistic resources, materials and/or repertoire to create, perform and present.
 - Analyzes the structure, context and/or aesthetics of the work.
 - Interprets meaning through personal understanding of the work and/or performance.
 - Rehearses, adjusts, and refines through evaluation, reflection and problem solving.
 - Presents, exhibits, and produces work and/or performance for others.
 - Reflects and self-evaluates work and/or performance to set goals.
- 2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):
 - Engages the senses actively and purposefully in perceiving the work.
 - Describes what is seen, felt and/or heard (perceived/experienced).
 - Interprets meaning based on personal experiences and knowledge.
 - Evaluates and justifies using supportive evidence and aesthetic criteria.
 - Applies a responding process to an arts presentation working towards independence with teacher mentoring.

Arts 3.0 The student communicates through the arts.

- 3.1 Uses the arts to express feelings and present ideas.
- 3.2 Uses the arts to communicate for a specific purpose.
- 3.3. Develops personal aesthetic criteria to communicate artistic choices.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

- 4.1. Demonstrates and analyzes the connections among the arts disciplines.
- 4.2. Demonstrates and analyzes the connections between the arts and other content areas.
- 4.3. Understands how the arts impact and reflect personal choices throughout life
- 4.4. Understands how the arts influence and reflect culture/civilization, place and time.
- 4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

Health and Fitness

Language

Conventions of Standard English (9-10)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1a - Use parallel structure.*

1b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

2b - Use a colon to introduce a list or quotation.

2c - Spell correctly.

Knowledge of Language (9-10)

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use (9-10)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5a - Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.

5b - Analyze nuances in the meaning of words with similar denotations.

6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Mathematics

Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

2 - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

Craft and Structure (9-10)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

5 - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas (9-10)

7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

8 - Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

9 - Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity (9-10)

10 - By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently

Science

Social Studies

Writing

CC: Writing (9-10)

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

3a - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

3b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

3c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

3e - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Other
- ☒ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboratio

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 2 BREADTH	Hours: 70
Performance Assessment(s):	
<p>Breadth</p> <p>Work in this section should demonstrate understanding of the principles of design, including unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale and figure/ground relationship. Successful works of art require the integration of the elements and principles of design; students must therefore be actively engaged with these concepts while thoughtfully composing their art. The work in this section should show evidence of conceptual, perceptual, and expressive development, as well as technical skill.</p> <p>This section requires images of 12 works (8 for 3'd) in which the elements and principles of drawing and painting, two-dimensional design are the primary focus; students are asked to demonstrate that they are thoughtfully applying these principles while composing their art. These works as a group should demonstrate the student's visual organization skills. As a whole, the student's work in this section should demonstrate exploration, inventiveness, and the expressive manipulation of form, as well as knowledge of compositional organization. The best demonstrations of breadth clearly show experimentation and a range of conceptual approaches to the work.</p>	
Leadership Alignment:	
TSA Competitions that relate and are directly used within the CTSO: Digital Video Production, Photographic Technology, Promotional Graphics, Video Game Design, Webmaster, On Demand Video	
Standards and Competencies	
<p>Standard E: Color Theory</p> <ol style="list-style-type: none"> 1. Explain additive and subtractive color theory. 2. Explain the effect of lighting on color perception. 3. Explain the effect of the surround on color perception. 4. Explain the significance of standard viewing conditions in the graphic communications industry. 5. Explain the influence of the substrate on color reproduction. <p>Standard I: Measurement</p> <ol style="list-style-type: none"> 1. Measure linear dimensions for printing materials in inches and fractions of inches. 2. Measure type in points and line length in picas. 3. Measure volume for mixing chemicals for pressroom operations. 4. Measure original images for reduction and enlargement using various methods to determine the percentage for final reproduction. <p>Standard J: Basic Math</p> <ol style="list-style-type: none"> 1. Solve addition of whole number problems—two and three digits. 2. Solve addition of fraction problems. 3. Solve addition of decimal problems—two and three digits. 4. Solve subtraction of whole number problems—two and three digits. 5. Solve subtraction of fraction problems. 6. Solve subtraction of decimal problems—two and three digits. <p>Standard O: Digital Illustration</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the differences between raster and vector files. 2. Use the appropriate graphics program to create a design or logo using manipulated type (rotated, circled, extended, tints and fills, etc.). 3. Create or trace drawings/photographs using a vector illustration program. 4. Create or edit images in a raster based program using layers; transparencies; layer modes; masks; and, selections, etc. 6. Demonstrate a functional knowledge of computer menus, shortcut keys, and palettes in illustration software. 7. Create a single color vector graphic. 8. Create a vector graphic using tints, fills, and color. 	

9. Create a vector graphic using manipulated type.
10. Trace a bitmap drawing and convert to a vector.
11. Edit an existing piece of vector art.

Standard P: Design Principles

1. Identify the basic principles of design (i.e., unity; contrast; proportions; balance; emphasis; and, rhythm).
2. Identify the basic elements of design (i.e., line; shape; direction; size; texture; value; and, color).
3. Create thumbnails and rough drafts by sketching. Use markers or colored pencils to show color.
4. Pitch a concept to demonstrate an understanding of the relationship between message; color; typography; images; and, layout.
5. Brainstorm keywords for a design concept based on customer need and target audience.
6. Demonstrate an understanding of color theory by describing primary, secondary, and tertiary colors including hue, tint, value and shade, and the effect of light and distance on color.
7. Critique a layout to determine if it meets the customer's needs, and suggest improvements.
8. Demonstrate an understanding of corporate identity including how branding affects consumer recognition.
9. Demonstrate an understanding of color relationships (complimentary, analogous, monochromatic, etc.).
10. Create a storyboard to demonstrate a time-based concept.

Standard V: Visual Techniques Drawing and Painting

1. Demonstrate skills used to define and analyze a given problem
2. Explain the importance and dynamics of individual and teamwork approaches of problem solving
3. Develop thematic compositions using a variety of techniques (sketchbooks)
4. Develop compositions using traditional wet/Dry materials
5. Develop compositions and works using non-traditional techniques both printed and linear graphics (TV commercials, videos, etc)
6. Drawing – Material, life drawing, observational, 2D/3D, still/life drawing, light/shadow
7. Painting – Materials, styles, Techniques
8. Illustration – Materials, styles, techniques.

Standard W: Concept Development

1. Brainstorming,
2. Concept sketching
3. Thumbnails
4. Roughs
5. Mockups
6. Aesthetics

Standard X: Portfolio

1. Explore and identify content of a professional portfolio
2. Select, organize, develop and refine a marketable portfolio

Standard WR 2: Personal Success

WR-2.1 Implement effective study skills for academic success;

WR-2.2 Develop personal goals using SMART (Specific Measurable Attainable Realistic Timely), objectives and strategies.

WR-2.3 Use interpersonal skills to facilitate effective teamwork;

WR-2.4 Use a problem-solving model and critical-thinking skills to make informed decisions;

WR-2.5 Use effective time-management and goal-setting strategies;

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Standard WR 4: Problem Solving

WR-4.1 Employ critical thinking skills independently and in teams to solve problems and make decisions.

WR-4.2 Employ critical thinking and interpersonal skills to resolve conflicts.

WR-4.3 Identify and document workplace performance goals and monitor progress toward those goals

WR-4.4 Conduct technical research to gather information necessary for decision-making

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WR-4.8 Select potential solutions based on reasoned criteria

WR-4.9 Implement and evaluate solution(s)

Standard WR 7: Ethics and Legal responsibilities

WR-7.1 Evaluate and justify decisions based on ethical reasoning.

WR-7.2 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.

WR-7.3 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.

WR-7.6 Internet search (optional)

WR-7.9 Understand Acceptable Use Policy, Copyright and Fair Use Laws

WR-7.10 Conduct research on the Internet and correctly identify sit sources in bibliography

WR-7.12 WR-7. Understand End User License Agreements (EULA)

WR-7.13 Understand Intellectual Properties rights

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theare, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose.
- Explores, gathers, and interprets information from diverse sources.
- Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
- Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
- Reflects for the purpose of self-evaluation and improvement of the creative work.
- Refines work based on feedback, self-reflection, and aesthetic criteria.
- Presents work to others in a performance, exhibition, and/or production.
- Performs work for others in a performance and/or production.

2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose of the work and/or performance.
- Selects artistic resources, materials and/or repertoire to create, perform and present.
- Analyzes the structure, context and/or aesthetics of the work.
- Interprets meaning through personal understanding of the work and/or performance.
- Rehearses, adjusts, and refines through evaluation, reflection and problem solving.
- Presents, exhibits, and produces work and/or performance for others.

- Reflects and self-evaluates work and/or performance to set goals.
- 2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):
- Engages the senses actively and purposefully in perceiving the work.
 - Describes what is seen, felt and/or heard (perceived/experienced).
 - Interprets meaning based on personal experiences and knowledge.
 - Evaluates and justifies using supportive evidence and aesthetic criteria.
 - Applies a responding process to an arts presentation working towards independence with teacher mentoring.

Arts 3.0 The student communicates through the arts.

- 3.1 Uses the arts to express feelings and present ideas.
- 3.2 Uses the arts to communicate for a specific purpose.
- 3.3. Develops personal aesthetic criteria to communicate artistic choices.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

- 4.1. Demonstrates and analyzes the connections among the arts disciplines.
- 4.2. Demonstrates and analyzes the connections between the arts and other content areas.
- 4.3. Understands how the arts impact and reflect personal choices throughout life
- 4.4. Understands how the arts influence and reflect culture/civilization, place and time.

Communication - Speaking and Listening

Health and Fitness

Language

Conventions of Standard English (9-10)

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1a - Use parallel structure.*
- 1b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 2a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- 2b - Use a colon to introduce a list or quotation.
- 2c - Spell correctly.

Knowledge of Language (9-10)

- 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 3a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use (9-10)

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- 4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- 4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- 4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- 4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<p>5a - Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.</p> <p>5b - Analyze nuances in the meaning of words with similar denotations.</p> <p>6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> <p><u>Vocabulary Acquisition and Use (11-12)</u></p> <p>4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
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Mathematics
Reading
Science
Social Studies
Writing

21st Century Skills		
<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Other <input checked="" type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboratio</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively 	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mange Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Other <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others

Unit 3 CONCENTRATION	Hours: 70
<p>Performance Assessment(s):</p> <p>A concentration is a body of related works that demonstrate a student's commitment to the thoughtful investigation of a specific visual idea. It is not a selection of a variety of works produced as solutions to class projects or a collection of works with differing intents. Students should be encouraged to explore a personal, central interest as intensively as possible; they are free to work with any idea in any medium that addresses two-dimensional design issues. The concentration should grow out of the student's idea and demonstrate growth and discovery through a number of conceptually related works. In this section, the evaluators are interested not only in the work presented but also in visual evidence of the student's thinking, selected method of working and development of the work over time.</p> <p>Requirements</p> <p>This section requires images of 12 works (8 for 3'd) the content of the concentration, the works should be unified by an underlying idea that has visual and/or conceptual coherence. The choices of technique, medium, style, form, subject and content are made by the student, in consultation with the teacher. The Concentration section includes a written commentary, which must accompany the work in this section, describing what the concentration is and how it evolved. Students are asked to respond to the following:</p> <ol style="list-style-type: none"> 1. Clearly and simply state the central idea of your concentration. 2. Explain how the work in your concentration demonstrates your intent and the exploration of your idea. 	
<p>Leadership Alignment:</p> <p>TSA Competitions that relate and are directly used within the CTSO: Digital Video Production, Photographic Technology, Promotional Graphics, Video Game Design, Webmaster, On Demand Video</p>	
Standards and Competencies	
<p>Standard E: Color Theory</p> <ol style="list-style-type: none"> 1. Explain additive and subtractive color theory. 2. Explain the effect of lighting on color perception. 3. Explain the effect of the surround on color perception. 4. Explain the significance of standard viewing conditions in the graphic communications industry. 5. Explain the influence of the substrate on color reproduction. <p>Standard I: Measurement</p> <ol style="list-style-type: none"> 1. Measure linear dimensions for printing materials in inches and fractions of inches. 2. Measure type in points and line length in picas. 3. Measure volume for mixing chemicals for pressroom operations. 4. Measure original images for reduction and enlargement using various methods to determine the percentage for final reproduction. <p>Standard J: Basic Math</p> <ol style="list-style-type: none"> 1. Solve addition of whole number problems—two and three digits. 2. Solve addition of fraction problems. 3. Solve addition of decimal problems—two and three digits. 4. Solve subtraction of whole number problems—two and three digits. 5. Solve subtraction of fraction problems. <p>Standard O: Digital Illustration</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the differences between raster and vector files. 2. Use the appropriate graphics program to create a design or logo using manipulated type (rotated, circled, extended, tints and fills, etc.). 3. Create or trace drawings/photographs using a vector illustration program. 4. Create or edit images in a raster based program using layers; transparencies; layer modes; masks; and, selections, etc. 5. Create a spot color illustration or logo using Pantone Matching System® (PMS) or other color matching system, and view or print separations. 	

6. Demonstrate a functional knowledge of computer menus, shortcut keys, and palettes in illustration software.
7. Create a single color vector graphic.
8. Create a vector graphic using tints, fills, and color.
9. Create a vector graphic using manipulated type.
10. Trace a bitmap drawing and convert to a vector.
11. Edit an existing piece of vector art.

Standard P: Design Principles

1. Identify the basic principles of design (i.e., unity; contrast; proportions; balance; emphasis; and, rhythm).
2. Identify the basic elements of design (i.e., line; shape; direction; size; texture; value; and, color).
3. Create thumbnails and rough drafts by sketching. Use markers or colored pencils to show color.
4. Pitch a concept to demonstrate an understanding of the relationship between message; color; typography; images; and, layout.
5. Brainstorm keywords for a design concept based on customer need and target audience.
6. Demonstrate an understanding of color theory by describing primary, secondary, and tertiary colors including hue, tint, value and shade, and the effect of light and distance on color.
7. Critique a layout to determine if it meets the customer's needs, and suggest improvements.
8. Demonstrate an understanding of corporate identity including how branding affects consumer recognition.
9. Demonstrate an understanding of color relationships (complimentary, analogous, monochromatic, etc.).
10. Create a storyboard to demonstrate a time-based concept.

Standard V: Visual Techniques Drawing and Painting

1. Demonstrate skills used to define and analyze a given problem
2. Explain the importance and dynamics of individual and teamwork approaches of problem solving
3. Develop thematic compositions using a variety of techniques (sketchbooks)
4. Develop compositions using traditional wet/Dry materials
5. Develop compositions and works using non-traditional techniques both printed and linear graphics (TV commercials, videos, etc)
6. Drawing – Material, life drawing, observational, 2D/3D, still/life drawing, light/shadow
7. Painting – Materials, styles, Techniques
8. Illustration – Materials, styles, techniques.

Standard W: Concept Development

1. Brainstorming,
2. Concept sketching
3. Thumbnails
4. Roughs
5. Mockups
6. Aesthetics

Standard X: Portfolio

1. Explore and identify content of a professional portfolio
2. Select, organize, develop and refine a marketable portfolio

Standard WR 2: Personal Success

WR-2.1 Implement effective study skills for academic success;

WR-2.2 Develop personal goals using SMART (Specific Measurable Attainable Realistic Timely), objectives and strategies.

WR-2.3 Use interpersonal skills to facilitate effective teamwork;

WR-2.4 Use a problem-solving model and critical-thinking skills to make informed decisions;

WR-2.5 Use effective time-management and goal-setting strategies;

WR-2.6 Effectively use information and communication technology tools; and

WR-2.7 Identify skills that can be transferable among a variety of careers.

WR-2.8 Create and complete appropriate documents such as electronic portfolio, personal resumé, employment application, letter of intent, letters of recommendation and thank you letters.

WR-2.10 Demonstrate proper interview techniques in various situations;

Standard WR 4: Problem Solving

WR-4.1 Employ critical thinking skills independently and in teams to solve problems and make decisions.

WR-4.2 Employ critical thinking and interpersonal skills to resolve conflicts.

WR-4.3 Identify and document workplace performance goals and monitor progress toward those goals

WR-4.4 Conduct technical research to gather information necessary for decision-making

WR-4.5 Explain the importance and dynamics of individual and teamwork approaches of problem solving

WR-4.6 Describe methods of researching and validating reliable information relevant to the problem

WR-4.7 Explain strategies used to formulate ideas, proposals and solutions to problems

WR-4.8 Select potential solutions based on reasoned criteria

WR-4.9 Implement and evaluate solution(s)

Standard WR 7: Ethics and Legal responsibilities

WR-7.1 Evaluate and justify decisions based on ethical reasoning.

WR-7.2 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.

WR-7.6 Internet search (optional)

WR-7.7 Responsibilities of Internet use (using the Internet efficiently and ethically for work, identifying the risks of posting personal and work information on the internet, social networking sites, job search sites, taking measures to avoid internet security risks such as viruses, malware)

WR-7.9 Understand Acceptable Use Policy, Copyright and Fair Use Laws

WR-7.10 Conduct research on the Internet and correctly identify sit sources in bibliography

WR-7.11 Utilize information from electronic communication sources

WR-7.12 WR-7. Understand End User License Agreements (EULA)

WR-7.13 Understand Intellectual Properties rights

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose.
- Explores, gathers, and interprets information from diverse sources.
- Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
- Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
- Reflects for the purpose of self-evaluation and improvement of the creative work.
- Refines work based on feedback, self-reflection, and aesthetic criteria.
- Presents work to others in a performance, exhibition, and/or production.
- Performs work for others in a performance and/or production.

2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose of the work and/or performance.

- Selects artistic resources, materials and/or repertoire to create, perform and present.
- Analyzes the structure, context and/or aesthetics of the work.
- Interprets meaning through personal understanding of the work and/or performance.
- Rehearses, adjusts, and refines through evaluation, reflection and problem solving.
- Presents, exhibits, and produces work and/or performance for others.
- Reflects and self-evaluates work and/or performance to set goals.

2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

- Engages the senses actively and purposefully in perceiving the work.
- Describes what is seen, felt and/or heard (perceived/experienced).
- Interprets meaning based on personal experiences and knowledge.
- Evaluates and justifies using supportive evidence and aesthetic criteria.
- Applies a responding process to an arts presentation working towards independence with teacher mentoring.

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.1. Demonstrates and analyzes the connections among the arts disciplines.

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.3. Understands how the arts impact and reflect personal choices throughout life

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

Health and Fitness

Language

Conventions of Standard English (9-10)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1a - Use parallel structure.*

1b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

2b - Use a colon to introduce a list or quotation.

2c - Spell correctly.

Knowledge of Language (9-10)

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Conventions of Standard English (11-12)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<p>1a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>1b - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.</p> <p>2a - Observe hyphenation conventions.</p> <p>2b - Spell correctly.</p> <p><u>Knowledge of Language (11-12)</u></p> <p>3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>3a - Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>

Mathematics

Reading

Science

Social Studies

Writing

<p><u>CC: Writing (9-10)</u></p> <p>3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>3a - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>3b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>3c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>3e - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><u>Production and Distribution of Writing</u></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)</p> <p>6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><u>Range of Writing</u></p> <p>10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
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21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Other
- ☒ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboratio

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 4 PORTFOLIO	Hours: 15
Performance Assessment(s):	
<p>Formative</p> <p>Peer Critique Techniques</p> <p>Self Evaluation Process</p> <p>Summative</p> <p>Final Self Portfolio Evaluation</p> <p>Final Peer Portfolio Evaluation</p> <p>Artist Statement</p> <p>AP College Board online and Portfolio Evaluation</p>	
Leadership Alignment:	
TSA Competitions that relate and are directly used within the CTSO: Digital Video Production, Photographic Technology, Promotional Graphics, Video Game Design, Webmaster, On Demand Video	
Standards and Competencies	
<p>Standard E: Color Theory</p> <ol style="list-style-type: none"> 1. Explain additive and subtractive color theory. 2. Explain the effect of lighting on color perception. 3. Explain the effect of the surround on color perception. 4. Explain the significance of standard viewing conditions in the graphic communications industry. 5. Explain the influence of the substrate on color reproduction. <p>Standard P: Design Principles</p> <ol style="list-style-type: none"> 1. Identify the basic principles of design (i.e., unity; contrast; proportions; balance; emphasis; and, rhythm). 2. Identify the basic elements of design (i.e., line; shape; direction; size; texture; value; and, color). 3. Create thumbnails and rough drafts by sketching. Use markers or colored pencils to show color. 4. Pitch a concept to demonstrate an understanding of the relationship between message; color; typography; images; and, layout. 5. Brainstorm keywords for a design concept based on customer need and target audience. 6. Demonstrate an understanding of color theory by describing primary, secondary, and tertiary colors including hue, tint, value and shade, and the effect of light and distance on color. 7. Critique a layout to determine if it meets the customer's needs, and suggest improvements. 8. Demonstrate an understanding of corporate identity including how branding affects consumer recognition. 9. Demonstrate an understanding of color relationships (complimentary, analogous, monochromatic, etc.). 10. Create a storyboard to demonstrate a time-based concept. <p>Standard W: Concept Development</p> <ol style="list-style-type: none"> 1. Brainstorming, 2. Concept sketching 3. Thumbnails 4. Roughs 5. Mockups 6. Aesthetics <p>Standard X: Portfolio</p>	

1. Explore and identify content of a professional portfolio
2. Select, organize, develop and refine a marketable portfolio

Standard WR 2: Personal Success

WR-2.1 Implement effective study skills for academic success;

WR-2.2 Develop personal goals using SMART (Specific Measurable Attainable Realistic Timely), objectives and strategies.

WR-2.3 Use interpersonal skills to facilitate effective teamwork;

WR-2.4 Use a problem-solving model and critical-thinking skills to make informed decisions;

WR-2.5 Use effective time-management and goal-setting strategies;

WR-2.6 Effectively use information and communication technology tools; and

WR-2.7 Identify skills that can be transferable among a variety of careers.

WR-2.8 Create and complete appropriate documents such as electronic portfolio, personal resumé, employment application, letter of intent, letters of recommendation and thank you letters.

WR-2.9 Complete job search documents, including job applications and W-4 forms;

WR-2.10 Demonstrate proper interview techniques in various situations;

Standard WR 4: Problem Solving

WR-4.1 Employ critical thinking skills independently and in teams to solve problems and make decisions.

WR-4.2 Employ critical thinking and interpersonal skills to resolve conflicts.

WR-4.3 Identify and document workplace performance goals and monitor progress toward those goals

WR-4.4 Conduct technical research to gather information necessary for decision-making

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WR-4.6 Describe methods of researching and validating reliable information relevant to the problem

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WR-4.8 Select potential solutions based on reasoned criteria

WR-4.9 Implement and evaluate solution(s)

Aligned to Washington State Standards

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Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose.
- Explores, gathers, and interprets information from diverse sources.
- Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
- Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
- Reflects for the purpose of self-evaluation and improvement of the creative work.
- Refines work based on feedback, self-reflection, and aesthetic criteria.
- Presents work to others in a performance, exhibition, and/or production.
- Performs work for others in a performance and/or production.

2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose of the work and/or performance.

- Selects artistic resources, materials and/or repertoire to create, perform and present.
- Analyzes the structure, context and/or aesthetics of the work.
- Interprets meaning through personal understanding of the work and/or performance.
- Rehearses, adjusts, and refines through evaluation, reflection and problem solving.
- Presents, exhibits, and produces work and/or performance for others.
- Reflects and self-evaluates work and/or performance to set goals.

2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

- Engages the senses actively and purposefully in perceiving the work.
- Describes what is seen, felt and/or heard (perceived/experienced).
- Interprets meaning based on personal experiences and knowledge.
- Evaluates and justifies using supportive evidence and aesthetic criteria.
- Applies a responding process to an arts presentation working towards independence with teacher mentoring.

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Communication - Speaking and Listening

Health and Fitness

Language

Conventions of Standard English (9-10)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1a - Use parallel structure.*

1b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

2b - Use a colon to introduce a list or quotation.

2c - Spell correctly.

Knowledge of Language (9-10)

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use (9-10)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- 4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- 4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- 4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- 4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - 5a - Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.
 - 5b - Analyze nuances in the meaning of words with similar denotations.
- 6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Mathematics

Reading

Science

Social Studies

Writing

CC: Writing (9-10)

- 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - 3a - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - 3b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - 3c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - 3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - 3e - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)
- 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Other
- ☒ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboratio

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others