



**Career & Technical Education
Interim Curriculum Framework**

Required Form
EVERETT PUBLIC SCHOOLS

Course Information		
Course Title: Graphic Design II		Total Framework Actual Hours: 90
CIP Code: 500402	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 11.2023
Career Cluster: Arts, /V Technology & Communications		Cluster Pathway: Visual Arts
Course Summary: <i>(Briefly describe the intention of this course or see CIP code description.)</i> In Graphic Design II concept development procedures in visual communication problems are developed for graphic art problems. Vector graphics, raster optics, layout, and design are used in single compositions. Students begin work in 3-D, using a laser cutter and UV printer. Emphasis is on the principles of art, organization, production techniques, and building a portfolio to submit to competitions. Software used includes Adobe Illustrator, Photoshop, and InDesign.		

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: Image Creation through Design (Communication Through Graphic Design - Chapter 3)	Total Learning Hours for Unit: 5
Unit Summary:	
Components and Assessments	
Performance Assessments: <ul style="list-style-type: none"> Students will create a personal logo illustration through color use and other graphic elements. Students will reflect on their work and critique the work of others. 	
Leadership Alignment: Students will <u>work independently</u> and <u>think creatively</u> to create their personal logo. Students will create the project digitally using <u>technology effectively</u> . Students will have to <u>manage time</u> and <u>produce results</u> that meet the project standards. <u>Additional 21st Century skills options:</u> <u>TSA Competitive Events –</u> <ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Develop observation skills Demonstrate fundamental media and techniques in illustration 	

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.

<u>Arts</u>	<p>Media Arts <u>Performance Standard (MA:Cr1.1.I)</u> a. Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.</p> <p><u>Performance Standard (MA:Pr4.1.I)</u> a. Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.</p> <p>Visual Arts <u>Performance Standard (VA:Re7.1.K)</u> a. Identify uses of art within one's personal environment.</p>
<u>Educational Technology</u>	<p>Digital Citizen 2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>Knowledge Constructor 3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p>
<u>English Language Arts</u>	<p><u>CCSS.ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

Unit Information

Unit: The Design Process (Communication Through Graphic Design - Chapter 4)	Total Learning Hours for Unit: 5
Unit Summary: <i>(Briefly describe the intention of this unit.)</i>	

Components and Assessments

<p>Performance Assessments:</p> <ul style="list-style-type: none"> Students will create a poster using the design process to develop and refine ideas. Students will reflect on their work and critique the work of others.
Leadership Alignment:

Students will work independently and think creatively to understand the design process. Students will create the project digitally using technology effectively. Students will have to manage time and produce results that meet the project 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

- Examine how graphic designers plan, submit, revise and complete designs
- Distinguish among basic design components such as typography, photography, illustrations, and graphic designs

Aligned Washington State Learning Standards

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Arts

Media Arts

Performance Standard (MA:Pr5.1.4)

- Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration in media arts productions.
- Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions.
- Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.

Performance Standard (MA:Pr6.1.4)

- Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks.
- Explain results of and improvements for presenting media artworks.

Visual Arts

	<u>Performance Standard (VA:Cr3.1.6)</u> a. Reflect on whether personal artwork conveys the intended meaning and revise accordingly. <u>Performance Standard (VA:Re9.1.6)</u> a. Develop and apply relevant criteria to evaluate a work of art.
<u>Educational Technology</u>	I 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.
<u>English Language Arts</u>	<u>CCSS.ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit Information	
Unit: Identity Design (Communicating through Graphic Design - Chapter 5)	Total Learning Hours for Unit: 15
Unit Summary: <i>(Briefly describe the intention of this unit.)</i>	
Components and Assessments	
Performance Assessments: <ul style="list-style-type: none"> Students will create a design solution for a product following the steps in the design process as a collaborative, creative team. Students will present their teamwork, reflect on their work and critique the work of others. 	
Leadership Alignment: Students will <u>work independently</u> and <u>think creatively</u> to develop the design solution. Students will have to <u>communicate clearly</u> and <u>collaborate with others</u> to share their work. Students will have to <u>manage time</u> and <u>produce results</u> that meet the project standards. Additional 21 st 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

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Industry Standards and/or Competencies

Name of standards: Communicating Through Graphic Design

Website: Book by Claire Mowbray Golding and Kevin Gatta

- Determine how groups and individuals show their identity through design.
- Analyze a variety of identity designs
- Create a design solution for a product following the steps in the design process as a collaborative, creative team

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:Pr5.1.3)

- Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions.
- Exhibit basic creative skills to invent new content and solutions within and through media arts productions.
- Exhibit standard use of tools and techniques while constructing media artworks.

Performance Standard (MA:Cr1.1.6)

- Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising, and brainstorming.

Visual Arts

Performance Standard (VA:Cn11.1.7)

- Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

<u>Educational Technology</u>	Digital Citizen 2.a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world
<u>English Language Arts</u>	<u>CCSS.ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit Information	
Unit: Publications Design (Communicating Through Graphic Design - Chapter 6)	Total Learning Hours for Unit: 10
Unit Summary: <i>(Briefly describe the intention of this unit.)</i>	
Components and Assessments	
Performance Assessments: <ul style="list-style-type: none"> Students will create a brochure for print and digital output with an understanding of design hierarchy. Students will reflect on their work and critique the work of others. 	
Leadership Alignment: Students will <u>work independently</u> and <u>think creatively</u> to create the brochure which includes all of the design elements. Students will create the brochure digitally using <u>technology effectively</u> . Students will have to <u>communicate clearly</u> and <u>collaborate with others</u> to share their brochure. Students will have to <u>manage time</u> and <u>produce results</u> that meet the project standards. <u>Additional 21st Century skills options:</u> TSA Competitive Events – <ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Distinguish between various kinds of publications and their formats and purposes. Explain the components of print and digital publications and how they are incorporated into publication design. Design a newsletter as a collaborative design group for print and digital output with an understanding of design hierarchy. 	
Aligned Washington State Learning Standards	
<i>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.</i>	
<u>Arts</u>	Media Arts <u>Performance Standard (MA:Pr5.1.PK)</u> a. Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks. b. Use identified creative skills, such as imagining freely and in guided practice, within media arts productions. c. Use media arts creation tools freely and in guided practice. <u>Performance Standard (MA:Cr2.1.PK)</u> a. With guidance, form ideas into plans or models for media arts productions.
<u>Educational Technology</u>	Knowledge Constructor 3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
<u>English Language Arts</u>	<u>CCSS.ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit Information	
Unit: Advertising Design (Communicating Through Graphic Design - Chapter 7)	Total Learning Hours for Unit: 10
Unit Summary: <i>(Briefly describe the intention of this unit.)</i>	
Components and Assessments	
Performance Assessments: <ul style="list-style-type: none"> Students will create a campaign advertising a community event that effectively communicates information through imagery, color, typography and style. Students will reflect on their work and critique the work of others. 	
Leadership Alignment:	

Students will work independently and think creatively to create their advertising campaign. They will create the advertising campaign digitally using technology effectively. . Students will have to communicate clearly and collaborate with others to share their campaigns. Students will have to manage time and produce results that meet the project 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

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Industry Standards and/or Competencies

Name of standards: Communicating Through Graphic Design

Website: Book by Claire Mowbray Golding and Kevin Gatta

- Describe a variety of advertising design solutions used by advertising companies to reach customers.
- Determine how graphic designers plan and create advertising solutions.
- Create an advertising campaign that effectively communicates information through imagery, color, typography, and style.

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:Pr5.1.7)

- a. Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problem-solving and organizing.
- b. Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions.
- c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.

Performance Standard (MA:Cn11.1.3)

- a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online

	<p>behavior.</p> <p>b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness</p> <p>Visual Arts</p> <p><u>Performance Standard (VA:Cr2.3.8)</u></p> <p>a. Select, organize, and design images and words to make visually clear and compelling presentations.</p>
<u>Educational Technology</u>	<p>Creative Communicator</p> <p>6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models.</p>
<u>English Language Arts</u>	<p><u>CCSS.ELA-Literacy.RI.9-10.1</u></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

Unit Information	
Unit: Information and Experience Design (Communicating Through Graphic Design - Chapter 8)	Total Learning Hours for Unit: 10
Unit Summary: <i>(Briefly describe the intention of this unit.)</i>	
Components and Assessments	
<p>Performance Assessments:</p> <ul style="list-style-type: none"> Students will create a presentation about a designer and their significance in this field. Students will present their work and critique the work of others. 	
<p>Leadership Alignment:</p> <p>Students will <u>think creatively</u> and <u>apply innovations</u> to create presentation. Students will have to <u>manage information</u> that they learn through their research. Students will have to <u>communicate clearly</u> and <u>collaborate with others</u> to share their presentations. Students will have to <u>manage time</u> and <u>produce results</u> that meet the project standards.</p> <p><u>Additional 21st Century skills options:</u></p>	

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

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Industry Standards and/or Competencies

Name of standards: Communicating Through Graphic Design

Website: Book by Claire Mowbray Golding and Kevin Gatta

- Compare varieties and purposes of information and experience designs.
- Analyze past and present information of experienced designers.
- Create a presentation that teaches classmates about a significant graphic designer.

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:Cr3.1.4)

- Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such as balance and contrast.
- Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.

Performance Standard (MA:Re9.1.4)

- Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.

Visual Arts

Performance Standard (VA:Re8.1.8)

- Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art- making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

<u>Educational Technology</u>	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.
<u>English Language Arts</u>	<u>CCSS.ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit Information	
Unit: Design in Motion (Communicating through Graphic Design - Chapter 9)	Total Learning Hours for Unit: 15
Unit Summary: <i>(Briefly describe the intention of this unit.)</i>	
Components and Assessments	
Performance Assessments: <ul style="list-style-type: none"> Students will create an animated/video public service announcement. Students will present and reflect on their work and critique the work of others. 	
Leadership Alignment: Students will <u>think creatively</u> and <u>apply innovations</u> to develop a PSA. Students will have to <u>communicate clearly</u> and <u>collaborate with others</u> to share their PSA. Students will have to <u>manage time</u> and <u>produce results</u> that meet the project standards. <u>Additional 21st Century skills options:</u> TSA Competitive Events – <ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Assess the fundamentals of handmade and computer-generated motion graphics. Identify ways to plan and create effective motion graphics. Create an animated public service announcement that expresses meaning through metaphor, moving images and typography. 	
<p align="center">Aligned Washington State Learning Standards</p> <p align="center"><i>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.</i></p>	
<u>Arts</u>	<p>Media Arts</p> <p><u>Performance Standard (MA:Cr3.1.K)</u></p> <ul style="list-style-type: none"> a. Form and capture media arts content for expression and meaning in media arts productions. b. Make changes to the content, form, or presentation of media artworks and share results. <p><u>Performance Standard (MA:Pr5.1.K)</u></p> <ul style="list-style-type: none"> a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks. b. Identify and demonstrate creative skills, such as performing, within media arts productions. c. Practice, discover, and share how media arts creation tools work. <p><u>Performance Standard (MA:Pr6.1.K)</u></p> <ul style="list-style-type: none"> a. With guidance, identify and share roles and the situation in presenting media artworks. b. With guidance, identify and share reactions to the presentation of media artworks. <p>Visual Arts</p> <p><u>Performance Standard (VA:Pr4.1.II)</u></p> <ul style="list-style-type: none"> a. Analyze, select, and critique personal artwork for a collection or portfolio presentation. <p><u>Performance Standard (VA:Pr5.1.II)</u></p> <ul style="list-style-type: none"> a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
<u>Educational Technology</u>	<p>Knowledge Constructor</p> <p>3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources</p>
<u>English Language Arts</u>	<p><u>CCSS.ELA-Literacy.RI.9-10.1</u></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

Unit Information	
Unit: Working as a Graphic Designer (Communicating Through Graphic Design - Chapter 10)	Total Learning Hours for Unit: 25

Unit Summary: *(Briefly describe the intention of this unit.)*

Components and Assessments

Performance Assessments:

- Students will create a portfolio, craft a resume, complete a job application and participate in interview simulations. Students will reflect on their work and critique the work of others.

Leadership Alignment:

Students will work independently and apply technology to create media products which focus on careers in the area Graphic Design. Students will have to manage time and produce results that meet the project 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

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Industry Standards and/or Competencies

Name of standards: Communicating Through Graphic Design

Website: Book by Claire Mowbray Golding and Kevin Gatta

- Classify the skills, traits and training needed to become a professional graphic designer and to work in various design career areas, including at design agencies and as a freelance graphic designer.
- Determine best practices for presenting themselves to potential employers, including establishing a portfolio, crafting a resume, completing job applications, and participating in interviews.
- Work collaboratively to create a design solution for a client.

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

	<p><u>Performance Standard (MA:Cr3.1.K)</u></p> <p>a. Form and capture media arts content for expression and meaning in media arts productions.</p> <p>b. Make changes to the content, form, or presentation of media artworks and share results.</p> <p><u>Performance Standard (MA:Pr5.1.K)</u></p> <p>a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.</p> <p>b. Identify and demonstrate creative skills, such as performing, within media arts productions.</p> <p>c. Practice, discover, and share how media arts creation tools work.</p> <p><u>Performance Standard (MA:Pr6.1.K)</u></p> <p>a. With guidance, identify and share roles and the situation in presenting media artworks.</p> <p>b. With guidance, identify and share reactions to the presentation of media artworks.</p> <p>Visual Arts</p> <p><u>Performance Standard (VA:Pr4.1.II)</u></p> <p>a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p><u>Performance Standard (VA:Pr5.1.II)</u></p> <p>a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p>
<u>Educational Technology</u>	<p>Knowledge Constructor</p> <p>3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources</p>
<u>English Language Arts</u>	<p><u>CCSS.ELA-Literacy.RI.9-10.1</u></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<u>Financial Education</u>	<p><u>Employment and Income 10.EI</u></p> <p>Explore job and career options.</p> <p>1. Identify how non-income factors such as child-care options, cost of living, and work conditions can influence job choice.</p> <p>2. Outline a career plan that aligns with personal interests, financial goals, and desired lifestyle.</p> <p>3. Develop a résumé and cover letter for a specific job of interest.</p> <p>Compare sources of personal income and compensation.</p> <p>4. Give examples of employee benefits and explain why they are forms of compensation.</p>

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*