

Everett Public Schools Framework: Intro to Graphic Design

Course: Graphic Design/Commercial and Advertising Art

Total Framework Hours: 90 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 ELEMENT AND PRINCIPLES OF ART

Hours: 15

Performance Assessment(s):

Formative
Elements and Principals Exercises
Color wheel exercises

Summative
Drawing exercises
Elements of Art and Principals of Design vocabulary, understanding and application.
Color Wheel Project
Line and Shape Project
Quiz Based on elements principles and art terms

Leadership Alignment:

TSA
Promotional Graphics
—Participants develop and present a graphic design that can be used to promote participation in TSA competitive events. The design will promote competitions offered in the TSA competitive events guide. Participants will choose one (1) of the three (3) competitions listed below for the given year. For 2014 the options are: desk top publishing, promotion graphic Technology, Webmaster

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 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.
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.
8. Demonstrate an understanding of corporate identity including how branding affects consumer recognition.
9. Demonstrate an understanding of color relationships (complimentary, analogous, monochromatic, etc.).

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.

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):
 - 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.
- 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.
 - Interprets meaning based on personal experiences and knowledge.

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.

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

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Integration of Knowledge and Ideas (9-10)

7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Craft and Structure (11-12)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Integration of Knowledge and Ideas (11-12)

8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Science

Physical Science

Energy Transfer, Transformation, and Conservation

9-11 PS3D: Waves (including sound, seismic, light, and water waves) transfer energy when they interact with matter. Waves can have different wavelengths, frequencies, and amplitudes, and travel at different speeds.

Social Studies

Writing

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

Performance Assessment(s):

Formative
Basic drawing skills done with traditional techniques
Toning exercises

Summative
Drawing from life; still life, figure
Drawing from the imagination
Drawing design
Concept drawings
Self Portrait

Leadership Alignment:

TSA

Promotional Graphics, Desk Top Publishing, Web Master
—Participants develop and present a graphic design that can be used to promote participation in TSA competitive events. The design will promote competitions offered in the TSA competitive events guide. Participants will choose one (1) of the three (3) competitions listed below for the given year. For 2014 the options are: desk top publishing, promotion graphic Technology, Webmaster

Standards and Competencies

Standard I: Measurement

1. Measure linear dimensions for printing materials in inches and fractions of inches.

Standard N: Page Layout

Advertising and Design

1. Select appropriate page layout software for a given job.
2. Set text with appropriate margins; formatting; gutters; and, proper leading.
3. Prepare a series of hand drawn sketches or computer generated layouts incorporating appropriate marks (i.e., gutters, register marks, trim marks, fold lines, etc.).
4. Design and produce a document using desired fonts; styles; margins; indents; tabs; and, colors.
5. Proofread and edit using common editing marks. Make corrections/adjustments to copy on screen.

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. Roughts
5. Mockups
6. Aesthetics

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.

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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.

Communication - Speaking and Listening

Health and Fitness

Language

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.

Conventions of Standard English (11-12)

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - 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.

Vocabulary Acquisition and Use (11-12)

- 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.
- 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., conceive, conception, conceivable).
 - 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.
 - 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.

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 type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input 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 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 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 type="checkbox"/> Be Responsible to Others
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Performance Assessment(s):

Formative
Basic computer skills: Techniques and information
Basic skills for drawing, paint and photographic programs

Summative
Word play assignments using vector graphics
People Assignment using Raster Optics
Op Art Assignment

Leadership Alignment:

TSA
Promotional Graphics, Desk Top Publishing, Web Master
—Participants develop and present a graphic design that can be used to promote participation in TSA competitive events. The design will promote competitions offered in the TSA competitive events guide. Participants will choose one (1) of the three (3) competitions listed below for the given year. For 2014 the options are: desk top publishing, promotion graphic Technology, Webmaster

Standards and Competencies

Standard C: Digital File Preparation

1. Identify professional prepress software applications and uses, including: page layout (QuarkXPress, InDesign); image editing (Photoshop); illustration (Illustrator); Portable Document Format (PDF) generation and editing (Acrobat, PitStop); and, imposition (Preps).
2. Describe the disadvantages of using office/home-based software for professional graphic purposes.
3. Describe the difference between a raster image and a vector graphic image.
4. List advantages/disadvantages of removable storage media.
5. Explain the significance of PDF as it pertains to the printing industry.
6. Explain the difference between supplying PDF files versus native files for print.
7. Identify various file formats and their extensions: .doc; .qxd; .pdf; .tif; .eps; .rtf; .raw; .jpg; .bmp; .txt; .indd; .psd; .ai; .pub; .html; .gif; .xls; .zip; .dmg; .png; .dng.
8. Explain the purpose of a folding dummy.
9. Explain the purpose of imposition.

Standard D: Image Capture

1. Explain basic scanning hardware.
2. Explain basic digital camera hardware.
3. Explain and identify the difference between line art and continuous tone originals.

Advertising and Design

4. Capture digital images using a scanner and digital camera.
5. Demonstrate appropriate scanner/program operations for line artwork and continuous tone in both black/white and color.
6. Identify high/low resolution images and describe the uses of each.
7. Download a digital image from a stock photography website or CD.
8. Scale a raster image using the proper settings in order to maintain the appropriate resolution for print or web.
9. Edit a raster image by using color correction; tone control; cropping; and, scaling, etc.

10. Demonstrate an understanding of additive and subtractive color, i.e., Red-Green-Blue (RGB) and Cyan-Magenta-Yellow-Key/black (CMYK)

Digital File Preparation

11. Identify the difference between continuous tone images, halftone images, and line art.
12. Identify the basic components and uses of flatbed scanner hardware.
13. Describe uses and limitations of basic scanner software.
14. Explain the various components and settings (aperture, shutter speed, image resolution, white balance, etc.) of a digital camera.
15. Capture digital images using a scanner and digital camera.
16. Demonstrate appropriate scanner/program operations for line artwork.
17. Demonstrate appropriate scanner/program operations for continuous tone color and grayscale images.
18. Transfer images from a camera and scanner to a host computer.
19. Describe what an International Color Consortium (ICC) profile is and its use.
20. Demonstrate how to convert Red-Green-Blue (RGB) images in Cyan-Magenta-Yellow-Key/black (CMYK) using various ICC profiles.
21. Demonstrate saving scanned images into an appropriate file format.
22. Given an image, determine whether it is high or low resolution.
23. Explain the image resolution requirements for various uses (screen/web versus press).
24. Download a digital image from a stock photography web site or compact disc (CD) and resize according to specifications provided.
25. Using bitmap editing software, retouch, crop, make modifications, color corrections, and levels adjustments to prepare an image to print correctly on a printing press.

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.
15. Solve basic linear measurement problems.

Standard L: Orientation

Advertising and Design

1. Demonstrate keyboard typing proficiency; use of a digital dictionary; spell checker; automatic hyphenation; and, keyboard shortcuts.
2. Define removable storage media.
3. Write a resume that includes three references.
4. Create an electronic portfolio.
5. Demonstrate knowledge of copyright, ethics, and intellectual property rights.

Digital File Preparation

1. Read and interpret production information on job docket/ticket.
2. Identify and list the basic principles of design (i.e., unity, contrast, page proportions, balance, etc.)
3. Identify and explain line images and appropriate resolutions.
7. Describe the use of each of the following: word processing, illustration, image editing, and page layout software.
14. Preflight a Portable Document Format (PDF) file using application preflight software and/or a manual checklist.

Standard M: Type

Advertising and Design

1. Illustrate x-height; mean-line; base-line; ascenders; descenders; serifs; leading; and, their roles in measuring and designing with type.
2. Illustrate caps; lowercase; uppercase; small caps; ligatures; and glyphs.
3. Define dingbats; bullets; rules; glyphs; symbols; and, their uses in publications.

4. Distinguish between display (headline) type and body (text) type by their point sizes, styles, and uses.
5. List the major type faces/font families and their uses.
6. Explain letter spacing; tracking; kerning; baseline shift; and, horizontal scale.
7. Demonstrate the type arrangements: flush left–ragged right; flush right–ragged left; centered; justified; force justified; and, widows and orphans.

Digital File Preparation

1. Measure type in points using the appropriate tools.
2. Explain the use of caps, lowercase, uppercase, small caps, ligatures, and glyphs.
3. Define the use of glyphs in publications.
4. List the basic type style classifications and their uses.
5. Describe the appropriate use of type family members (e.g., bold, italic, Roman, etc.)
6. Explain letter spacing, tracking, and kerning of type characters.
7. Explain typographic ems and ens and their associated dashes.
8. Explain the differences between TrueType, Postscript Type 1, and Open Type fonts.
9. Demonstrate or explain the proper use of loading, displaying and organizing fonts using a font management software application.

Standard N: Page Layout

Advertising and Design

1. Select appropriate page layout software for a given job.
2. Set text with appropriate margins; formatting; gutters; and, proper leading.
3. Prepare a series of hand drawn sketches or computer generated layouts incorporating appropriate marks (i.e., gutters, register marks, trim marks, fold lines, etc.).
15. Demonstrate an understanding of file formats (.ai; .jpg; psd; gif; tif; indd; pdf, etc.), file organization, and file naming conventions.
25. Design and produce a document using specified type faces, sizes, leading, margins, indents, tabs, and colors.
28. Place or get images.

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.).

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)
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

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.
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- 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.

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.
 - 1a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - 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.
 - 2a - Observe hyphenation conventions.
 - 2b - Spell correctly.

Knowledge of Language (11-12)

- 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 - 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.

Mathematics

Reading

Science

Social Studies

Writing

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

Performance Assessment(s):

Formative
Learning 3'd modeling program
Layouts for advertizing

Summative
3'd Modeling
3'd Rendering
Posters, Presentations and displays

Leadership Alignment:

TSA

Competitions that relate and are directly used within the CTSO: Architectural Renovation, Computer--Aided Design (CAD) 3D, Engineering, Computer--, Aided Design (CAD) 2D, Architecture, Computer--Aided Design (CAD) 2D, Architecture, Manufacturing Prototype, Manufacturing Prototype, Technical Sketching and Application.

Standards and Competencies**Standard C: Digital File Preparation**

1. Identify professional prepress software applications and uses, including: page layout (QuarkXPress, InDesign); image editing (Photoshop); illustration (Illustrator); Portable Document Format (PDF) generation and editing (Acrobat, PitStop); and, imposition (Preps).
3. Describe the difference between a raster image and a vector graphic image.
5. Explain the significance of PDF as it pertains to the printing industry.
6. Explain the difference between supplying PDF files versus native files for print.
7. Identify various file formats and their extensions: .doc; .qxd; .pdf; .tif; .eps; .rtf; .raw; .jpg; .bmp; .txt; .indd; .psd; .ai; .pub; .html; .gif; .xls; .zip; .dmg; .png; .dng.

Standard D: Image Capture

1. Explain basic scanning hardware.
2. Explain basic digital camera hardware.
3. Explain and identify the difference between line art and continuous tone originals.

Advertising and Design

4. Capture digital images using a scanner and digital camera.
5. Demonstrate appropriate scanner/program operations for line artwork and continuous tone in both black/white and color.
6. Identify high/low resolution images and describe the uses of each.
7. Download a digital image from a stock photography website or CD.
8. Scale a raster image using the proper settings in order to maintain the appropriate resolution for print or web.
9. Edit a raster image by using color correction; tone control; cropping; and, scaling, etc.
10. Demonstrate an understanding of additive and subtractive color, i.e., Red-Green-Blue (RGB) and Cyan-Magenta-Yellow-Key/black (CMYK)

Digital File Preparation

23. Explain the image resolution requirements for various uses (screen/web versus press).
24. Download a digital image from a stock photography web site or compact disc (CD) and resize according to specifications provided.
25. Using bitmap editing software, retouch, crop, make modifications, color corrections, and levels adjustments to prepare an image to print correctly on a printing press.

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 F: Digital File Output

1. Explain and describe trapping and why it is necessary.
2. Explain the purpose of proofing.
3. Explain the difference between hard and soft proofs.
4. Explain digital platemaking equipment for offset plates.
5. Explain the difference between static output and variable output.
6. Explain the process of creating digital output from a computer file.

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.
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.
14. Solve basic ratio and proportion problems.
15. Solve basic linear measurement problems.
16. Solve basic type calculation problems.
18. Solve basic paper cutting calculations.

Standard N: Page Layout

Advertising and Design

1. Select appropriate page layout software for a given job.
2. Set text with appropriate margins; formatting; gutters; and, proper leading.
3. Prepare a series of hand drawn sketches or computer generated layouts incorporating appropriate marks (i.e., gutters, register marks, trim marks, fold lines, etc.).
4. Design and produce a document using desired fonts; styles; margins; indents; tabs; and, colors.
5. Proofread and edit using common editing marks. Make corrections/adjustments to copy on screen.
6. Create multiple page documents using text blocks; graphics; frames; and, headings using drop caps and wrap-a-rounds (run-a-rounds).
7. Create documents using grids; templates; master pages; paragraph style sheets; and, character style sheets.
8. Repurpose files for a print project for use in web design, and demonstrate appropriate file formats for web development.
9. Demonstrate the proper procedures for printing a black/white proof or a color proof to a laser or inkjet printer.
12. Export a print-ready Portable Document Format (PDF) using page layout software.
13. Identify trim size; bleed size; and, live area of a project.
14. Locate examples of ad sizes from publications (full page, half-page, and quarter-page ads).
15. Demonstrate an understanding of file formats (.ai; .jpg; .psd; .gif; .tif; .indd; .pdf, etc.), file organization, and file naming conventions.
17. Demonstrate the use of a digital dictionary and spell checker.
18. Demonstrate proper line and page breaks including hyphenation, widows and orphans.

19. Demonstrate a functional knowledge of computer menus, shortcut keys, and palettes in page layout software.
20. Demonstrate text alignment (flush left, flush right, center), vertical justification (top, center, bottom justified), and object alignment and distribution.
21. Demonstrate use of basic proofreading marks.
24. Place or get text from a word processed document.
25. Design and produce a document using specified type faces, sizes, leading, margins, indents, tabs, and colors.
28. Place or get images.
29. Demonstrate cropping images.
30. Create a two-sided, three-panel brochure using graphics and text.

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.
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
6. Drawing – Material, life drawing, observational, 2D/3D, still/life drawing, light/shadow
8. Illustration – Materials, styles, techniques.

Standard W: Concept Development

1. Brainstorming,
2. Concept sketching
3. Thumbnails
4. Roughts
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 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)

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.

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

CC: Geometry (G)

Congruence (G-CO)

- 1 - Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- 2 - Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- 3 - Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
- 4 - Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
- 5 - Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- 6 - Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
- 7 - Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
- 8 - Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
- 12 - Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
- 13 - Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Modeling with Geometry (G-MG)

- 1 - Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*
- 2 - Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*

Reading

Science

Social Studies

Writing

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

Performance Assessment(s):

Formative
Research career
Research personal skills

Summative
Presentation of career
10 year plan related to a visual Communication Skills

Leadership Alignment:

TSA Competitions that relate and are directly used within the CTSO: Career Preparation, Future Technology Teacher, leadership training, chapter team

Standards and Competencies**Standard K: Job Application and Interpersonal Skills**

1. Describe work ethics that should be exhibited by employees in the graphic communications industry.
2. Demonstrate how to locate job listings through a variety of sources (e.g., Internet, job boards, help wanted ads, job fairs, agencies, etc.).
3. Read and interpret the content of want ads and job postings.
4. Write a personal resume that includes three references.
5. Write a cover letter to obtain a job in the graphic communications industry.
6. Read and complete an employment application form.
7. Describe ways to prepare for a successful job interview.
9. Describe the reasons for job interview follow-up.
12. Compare job opportunities to include wages, benefits, and employment responsibilities.

Standard L: Orientation**Advertising and Design**

1. Demonstrate keyboard typing proficiency; use of a digital dictionary; spell checker; automatic hyphenation; and, keyboard shortcuts.

Standard X: Portfolio

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

Standard WR 1: Career Planning

WR-1.1 Complete, discuss, and analyze the results of personality, career interest, and aptitude assessments;

WR-1.2 Explore the career clusters as defined by the U.S. Department of Education and summarize the career opportunities in a cluster of personal interest;

WR-1.3 Create a personal career portfolio including academic, certification and technical-skill requirement, career opportunities, expected wages, skills and aptitude necessary and the impact of technology on careers of personal interest.

WR-1.4 Determine academic/training or certification requirements for transition from one learning level to the next and explore opportunities for earning credit/certifications in high school such as advanced placement, tech prep, International Baccalaureate, college in the high school, military and apprenticeship opportunities.

WR-1.5 Develop and analyze tables, charts, and graphs related to career interests and make oral presentation regarding the career pathway of your choice.

WR-1.6 Develop an awareness of financial aid, scholarships, and other sources of income to support postsecondary education/training and discuss the impact of effective college and career planning.

WR-1.7 Identify how performance on assessments such as the SAT®, ACT®, ASVAB®, COMPASS® and ACCUPLACER® impact personal academic and career goals.

WR-1.8 Prepare a personal budget reflecting desired lifestyle and compare and contrast at least three careers of interest in regards to salary expectations and education/training costs.

WR-1.9 Prepare a program of study for at least one career of interest

WR-1.10 Apply knowledge gained from individual assessment to a set of goals and a career plan

WR-1.11 Develop strategies to make an effective transition from school to career

WR-1.13 Identify industry certification opportunities

Standard WR 2: Personal Success

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-2.7 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 3: Employability and Entrepreneurship

WR-3.1 Demonstrate effective verbal, nonverbal, written, and electronic communication skills;

WR-3.2 Evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites;

WR-3.3 Model characteristics of effective leadership, teamwork, and conflict management;

WR-3.4 Recognize the importance of a healthy lifestyle, including the ability to manage stress;

WR-3.5 Explore and model characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and the ability to interact with a diverse population; and

WR-3.6 Complete activities using project- and time-management techniques.

WR-3.7 Identify and model appropriate grooming and appearance for the workplace;

WR-3.8 Demonstrate dependability, punctuality, and initiative;

WR-3.9 Research positive interpersonal skills, including respect for diversity;

WR-3.12 Demonstrate the ability to work with the other employees to support the organization and complete assigned tasks;

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

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-7.13 Understand Intellectual Properties rights

Aligned to Washington State Standards

Arts

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

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

Comprehension and Collaboration (9-10)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1b - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

1c - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

1d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- Presentation of Knowledge and Ideas (9-10)

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

Health and Fitness

Language

Mathematics

Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas (9-10)

7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

9 - Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts.

Key Ideas and Details (11-12)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure (11-12)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas (11-12)

7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Science

Social Studies

Writing

CC: Writing (9-10)

Text Types and Purposes

2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

2e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

Research to Build and Present Knowledge

- 7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - 9a - Apply grades 9–10 Reading standards to literature(e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - 9b - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

CC: College and Career Readiness Anchor Standards for Writing

Research to Build and Present Knowledge

- 7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

21st Century Skills

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 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 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 type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"><input type="checkbox"/> Analyze Media<input 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 type="checkbox"/> Interact Effectively with Other<input 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 type="checkbox"/> Guide and Lead Others<input checked="" type="checkbox"/> Be Responsible to Others

Unit 6 ART HISTORY**Hours: 15****Performance Assessment(s):**

Formative
Research art history periods, styles and artists

Summative
Present research of art history periods, styles and artists
Immolate research of art history periods, styles and artists doing doing an art project lated to that style

Leadership Alignment:

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

Standards and Competencies**Standard A: Industry Overview**

1. Define the role of graphics in the free enterprise system.

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

Standard WR 4: Problem Solving

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

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 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.
- 1a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - 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.
 - 2b - Spell correctly.

Mathematics

Reading

CC: Reading for Literacy in History/Social Studies

Key Ideas and Details (9-10)

- 1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Integration of Knowledge and Ideas (9-10)

- 7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- 8 - Assess the extent to which the reasoning and evidence in a text support the author's claims.

Key Ideas and Details (11-12)

- 1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Integration of Knowledge and Ideas (11-12)

7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Range of Reading and Level of Text Complexity (11-12)

Science

Social Studies

History

History 4.1: Understands historical chronology.

4.1.1 (9-10) Analyzes change and continuity within a historical time period.

4.1.2 (9-10) Understands how the following themes and developments help to define eras in world history:

- Reform, prosperity, and the Great Depression (1918—1939).
- World War II, the Cold War, and international relations (1939—1991).
- Entering a new era (1991—present)

History 4.2: Understands and analyzes causal factors that have shaped major events in history.

4.2.1 (9-10) Analyzes how individuals and movements have shaped world history (1450—present)

4.2.1 (11) Evaluates how individuals and movements have shaped the United States (1890—present)

4.2.1 (12) Evaluates how individuals and movements have shaped contemporary world issues.

History 4.3: Understands that there are multiple perspectives and interpretations of historical events.

4.3.1 (9-10) Analyzes and interprets historical materials from a variety of perspectives in world history (1450—present).

4.3.1 (11) Analyzes differing interpretations of events in U.S. history (1890—present).

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9 - Draw evidence from informational texts to support analysis, reflection, and research.

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