



## EVERETT PUBLIC SCHOOLS GRAPHIC DESIGN III

<b>Course:</b> Graphic Design III	<b>Total Framework Hours:</b> 90 hours
<b>CIP Code:</b> 500402 <input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	<b>Date Last Modified:</b> 06.2022
<b>Career Cluster:</b> Arts, Audio/Video Technology & Communications	<b>Cluster Pathway:</b> Visual Arts

### Industry Recognized Certificates:

List possible certificates students can earn in the course

### Work-Based Learning:

List WBL opportunities provided in the course

### Course Information:

#### COMPONENTS AND ASSESSMENTS

##### Performance Assessments:

- Students will successfully complete ADOBE PHOTOSHOP CERTIFICATION

##### Leadership Alignment:

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

##### Additional 21<sup>st</sup> 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

#### Standards and Competencies

**Unit:** Working in the Design Industry – ADOBE PHOTOSHOP

##### Industry Standards and/or Competencies

**Total Learning Hours for Unit:** Hours

**1.1 Identify the purpose, audience, and audience needs for preparing designs and artwork.**

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

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

**1.2 Communicate with colleagues and clients about design plans.**

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

1.2.b Demonstrate knowledge of basic project management concepts.

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

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

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

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

1.4.a Demonstrate knowledge of digital graphics terminology.

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

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

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

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

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

***Aligned Washington State Learning Standards*****Arts****Media Arts****Performance Standard (MA:Cn11.1.III)**

a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.

b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

**Performance Standard (MA:Cn10.1.II)**

a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.

b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.

**Performance Standard (MA:Cn11.1.II)**

a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.

b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.

**Visual Arts****Performance Standard (VA:Cr2.2.III)**

a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

**Performance Standard (VA:Re7.1.III)**

a. Analyze how responses to art develop over time based on knowledge of and experience with art and life.

**Performance Standard (VA:Re9.1.III)**

a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.

**Performance Standard (VA:Cn10.1.III)**

a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

**Performance Standard (VA:Cn11.1.III)**

a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

<b>Educational Technology</b>	<p><b>Empowered Learner</b>  1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way  1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p><b>Innovative Designer</b>  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.</p> <p><b>Creative Communicator</b>  6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p>
<b>English Language Arts</b>	<p><u>CCSS.ELA-LITERACY.RI.9-10.2</u>  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.</p>

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Students will successfully complete ADOBE PHOTOSHOP CERTIFICATION

#### Leadership Alignment:

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

#### Additional 21<sup>st</sup> 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

### Standards and Competencies

**Unit:** Project Setup and Interface – ADOBE PHOTOSHOP

#### Industry Standards and/or Competencies

**Total Learning Hours for Unit:** Hours

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

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

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

2.2 Navigate, organize, and customize the application workspace.

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

- 2.2.b Organize and customize the workspace.
- 2.2.c Configure application preferences.
- 2.3 Use non-printing design tools in the interface to aid in design or workflow.
- 2.3.a Navigate documents.
- 2.3.b Use rulers.
- 2.3.c Use guides and grids.
- 2.3.d Use views and modes to work efficiently with vector graphics.
- 2.4 Manage assets in a project.
- 2.4.a Open artwork.
- 2.4.b Place assets in an Illustrator document.
- 2.4.c Use the Links panel.
- 2.5 Manage colors, swatches, and gradients.
- 2.5.a Set the active fill and stroke colors.
- 2.5.b Create and customize gradients.
- 2.5.c Create, manage, and edit swatches and swatch libraries.
- 2.5.d Use the Color Guide panel to select coordinated colors.
- 2.6 Manage preset brushes, symbols, styles, and patterns.
- 2.6.a Open and browse libraries of included brushes, symbols, graphic styles, and patterns.
- 2.6.b Edit preset brushes, symbols, graphic styles, and patterns.

### ***Aligned Washington State Learning Standards***

<b>Arts</b>	<p><b>Media Arts</b></p> <p><u>Performance Standard (MA:Cn11.1.III)</u></p> <ul style="list-style-type: none"> <li>a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.</li> <li>b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.</li> </ul> <p><u>Performance Standard (MA:Cn10.1.II)</u></p> <ul style="list-style-type: none"> <li>a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.</li> <li>b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.</li> </ul> <p><u>Performance Standard (MA:Cn11.1.II)</u></p> <ul style="list-style-type: none"> <li>a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.</li> <li>b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.</li> </ul> <p><b>Visual Arts</b></p> <p><u>Performance Standard (VA:Cr2.2.III)</u></p> <ul style="list-style-type: none"> <li>a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</li> </ul> <p><u>Performance Standard (VA:Re7.1.III)</u></p> <ul style="list-style-type: none"> <li>a. Analyze how responses to art develop over time based on knowledge of and experience with art and life.</li> </ul> <p><u>Performance Standard (VA:Re9.1.III)</u></p> <ul style="list-style-type: none"> <li>a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.</li> </ul> <p><u>Performance Standard (VA:Cn10.1.III)</u></p>
-------------	--

	<p>a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> <p><u>Performance Standard (VA:Cn11.1.III)</u></p> <p>a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>
<b>Educational Technology</b>	<p><b>Empowered Learner</b></p> <p>1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way</p> <p>1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p><b>Innovative Designer</b></p> <p>4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p> <p>4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p> <p><b>Creative Communicator</b></p> <p>6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p>
<b>English Language Arts</b>	<p><u>CCSS.ELA-LITERACY.RI.9-10.2</u></p> <p>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.</p>

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Students will successfully complete ADOBE PHOTOSHOP CERTIFICATION

#### Leadership Alignment:

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

#### Additional 21<sup>st</sup> 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

### Standards and Competencies

**Unit:** Organizing Documents – ADOBE PHOTOSHOP

#### Industry Standards and/or Competencies

**Total Learning Hours for Unit:** Hours

3.1 Use layers to manage design elements.

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

***Aligned Washington State Learning Standards***

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

	6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
<b>English Language Arts</b>	<u>CCSS.ELA-LITERACY.RI.9-10.2</u> 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.

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Students will successfully complete ADOBE PHOTOSHOP CERTIFICATION

#### Leadership Alignment:

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

#### Additional 21<sup>st</sup> 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

### Standards and Competencies

**Unit:** Creating and Modifying Visual Elements – ADOBE PHOTOSHOP

#### Industry Standards and/or Competencies

**Total Learning Hours for Unit:** Hours

4.1 Use core tools and features to create visual elements.

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

4.2 Add and manipulate text using appropriate typographic settings.

4.2.a Use type tools to add typography.

4.2.b Use appropriate character settings.

4.2.c Use appropriate paragraph settings.

4.2.d Convert text to graphics.

4.2.e Manage text flow.

4.3 Make, manage, and manipulate selections.

4.3.a Select objects using a variety of tools.

4.3.b Modify and refine selections using various methods.

4.3.c Group or ungroup selections.

4.4 Transform digital graphics and media.

4.4.a Modify artboards.

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

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

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

- 4.5.b Repair and reconstruct graphics.
- 4.5.c Evaluate or adjust the appearance of objects, selections, or layers.
- 4.5.d Use Image Trace to create vectors from bitmap images.
- 4.6 Modify the appearance of design elements using effects and graphic styles.
- 4.6.a Use effects to modify images.
- 4.6.b Create, edit, and save graphic styles.
- 4.6.c Expand the appearance of objects.

### ***Aligned Washington State Learning Standards***

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



	<b>Creative Communicator</b> 6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
<b>English Language Arts</b>	<u>CCSS.ELA-LITERACY.RI.9-10.2</u> 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.

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>Students will successfully complete ADOBE PHOTOSHOP CERTIFICATION</li> </ul>	
<b>Leadership Alignment:</b> Students will <u>work independently</u> and <u>think creatively</u> to learn the tools and skills necessary to complete the ADOBE PHOTOSHOP CERTIFICATION. Students will complete the certification digitally using <u>technology effectively</u> . Students will have to <u>manage time</u> and <u>produce results</u> that meet the certification standards. <u>Additional 21<sup>st</sup> Century skills options:</u> TSA Competitive Events – <ul style="list-style-type: none"> <li>Children's Stories</li> <li>Digital Video Production</li> <li>Fashion Design and Technology</li> <li>Future Technology Teacher</li> <li>Photographic Technology</li> <li>Prepared Presentation</li> <li>Promotional Design</li> <li>Technology Problem Solving</li> </ul> Scholastic Art Everett Public School Art Show Superintendents High School Art show – hosted by OPSI and WAEA	
<b>Standards and Competencies</b>	
<b>Unit:</b> Publishing Digital Media – ADOBE PHOTOSHOP	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit: Hours</b>
5.1 Prepare images for export to web, print, and video. 5.1.a Check document for errors and project specifications. 5.2 Export or save digital images to various file formats. 5.2. a Save in the native file format for Photoshop (.psd). 5.2.b Save in appropriate image formats for the intended purpose. 5.2.c Export project elements.	
<b>Aligned Washington State Learning Standards</b>	
<b>Arts</b>	<b>Media Arts</b> Performance Standard (MA:Cn11.1.III) a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks. b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. Performance Standard (MA:Cn10.1.II)

	<p>a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.</p> <p>b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.</p> <p><u>Performance Standard (MA:Cn11.1.II)</u></p> <p>a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.</p> <p>b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.</p> <p><b>Visual Arts</b></p> <p><u>Performance Standard (VA:Cr2.2.III)</u></p> <p>a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p> <p><u>Performance Standard (VA:Re7.1.III)</u></p> <p>a. Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p> <p><u>Performance Standard (VA:Re9.1.III)</u></p> <p>a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p><u>Performance Standard (VA:Cn10.1.III)</u></p> <p>a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> <p><u>Performance Standard (VA:Cn11.1.III)</u></p> <p>a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>
<b>Educational Technology</b>	<p><b>Empowered Learner</b></p> <p>1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way</p> <p>1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p><b>Innovative Designer</b></p> <p>4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p> <p>4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p> <p><b>Creative Communicator</b></p> <p>6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p>
<b>English Language Arts</b>	<p><u>CCSS.ELA-LITERACY.RI.9-10.2</u></p> <p>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.</p>

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Students will successfully complete ADOBE ILLUSTRATOR CERTIFICATION

#### Leadership Alignment:

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

**Additional 21<sup>st</sup> 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

***Standards and Competencies*****Unit:** Working in the Design Industry – ADOBE ILLUSTRATOR**Industry Standards and/or Competencies****Total Learning Hours for Unit:** Hours

1.1 Identify the purpose, audience, and audience needs for preparing designs and artwork.

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

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

1.2 Communicate with colleagues and clients about design plans.

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

1.2.b Demonstrate knowledge of basic project management concepts.

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

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

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

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

1.4.a Demonstrate knowledge of digital graphics terminology.

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

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

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

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

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

***Aligned Washington State Learning Standards***

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

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

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Students will successfully complete ADOBE ILLUSTRATOR CERTIFICATION

#### Leadership Alignment:

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

Additional 21<sup>st</sup> 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

**Standards and Competencies****Unit:** Project Setup and Interface – ADOBE ILLUSTRATOR**Industry Standards and/or Competencies****Total Learning Hours for Unit:** Hours2.1 Create a document with the appropriate settings for mobile, web, print, film and video, or art and illustration.

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

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

2.2 Navigate, organize, and customize the application workspace.

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

2.2.b Organize and customize the workspace.

2.2.c Configure application preferences.

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

2.3.a Navigate documents.

2.3.b Use rulers.

2.3.c Use guides and grids.

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

2.4 Manage assets in a project.

2.4.a Open artwork.

2.4.b Place assets in an Illustrator document.

2.4.c Use the Links panel.

2.5 Manage colors, swatches, and gradients.

2.5.a Set the active fill and stroke colors.

2.5.b Create and customize gradients.

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

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

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

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

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

**Aligned Washington State Learning Standards****Arts****Media Arts**Performance Standard (MA:Cn11.1.III)

a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.

b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

	<p><u>Performance Standard (MA:Cn10.1.II)</u>  a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.  b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.</p> <p><u>Performance Standard (MA:Cn11.1.II)</u>  a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.  b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.</p> <p><b>Visual Arts</b>  <u>Performance Standard (VA:Cr2.2.III)</u>  a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p> <p><u>Performance Standard (VA:Re7.1.III)</u>  a. Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p> <p><u>Performance Standard (VA:Re9.1.III)</u>  a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p><u>Performance Standard (VA:Cn10.1.III)</u>  a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> <p><u>Performance Standard (VA:Cn11.1.III)</u>  a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>
<b>Educational Technology</b>	<p><b>Empowered Learner</b>  1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way  1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p><b>Innovative Designer</b>  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.</p> <p><b>Creative Communicator</b>  6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p>
<b>English Language Arts</b>	<p><u>CCSS.ELA-LITERACY.RI.9-10.2</u>  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.</p>

## COMPONENTS AND ASSESSMENTS

### Performance Assessments:

- Students will successfully complete ADOBE ILLUSTRATOR CERTIFICATION

### Leadership Alignment:

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

Additional 21<sup>st</sup> 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

### ***Standards and Competencies***

**Unit:** Organizing Documents – ADOBE ILLUSTRATOR

#### **Industry Standards and/or Competencies**

**Total Learning Hours for Unit:** Hours

3.1 Use layers to manage design elements.

3.1.a Use the Layers panel to modify layers.

3.1.b Manage and work with multiple layers in a complex project.

3.2 Modify layer visibility using opacity and masks.

3.2.a Adjust the opacity of a layer.

3.2.b Create, apply, and manipulate clipping masks.

### ***Aligned Washington State Learning Standards***

#### **Arts**

##### **Media Arts**

Performance Standard (MA:Cn11.1.III)

a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.

b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

Performance Standard (MA:Cn10.1.II)

a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.

b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.

Performance Standard (MA:Cn11.1.II)

a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.

b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.

##### **Visual Arts**

Performance Standard (VA:Cr2.2.III)

a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

Performance Standard (VA:Re7.1.III)

	<p>a. Analyze how responses to art develop over time based on knowledge of and experience with art and life. <u>Performance Standard (VA:Re9.1.III)</u></p> <p>a. Construct evaluations of a work of art or collection of works based on differing sets of criteria. <u>Performance Standard (VA:Cn10.1.III)</u></p> <p>a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. <u>Performance Standard (VA:Cn11.1.III)</u></p> <p>a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>
<b>Educational Technology</b>	<p><b>Empowered Learner</b> 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p><b>Innovative Designer</b> 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.</p> <p><b>Creative Communicator</b> 6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p>
<b>English Language Arts</b>	<p><u>CCSS.ELA-LITERACY.RI.9-10.2</u> 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.</p>

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Students will successfully complete ADOBE ILLUSTRATOR CERTIFICATION

#### Leadership Alignment:

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

#### Additional 21<sup>st</sup> 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

### Standards and Competencies



Unit: Creating and Modifying Visual Elements – ADOBE ILLUSTRATOR	
Industry Standards and/or Competencies	Total Learning Hours for Unit: Hours
<p><u>4.1 Use core tools and features to create visual elements.</u></p> <p>4.1.a Create graphics or artwork using a variety of tools.</p> <p><u>4.2 Add and manipulate text using appropriate typographic settings.</u></p> <p>4.2.a Use type tools to add typography.</p> <p>4.2.b Use appropriate character settings.</p> <p>4.2.c Use appropriate paragraph settings.</p> <p>4.2.d Convert text to graphics.</p> <p>4.2.e Manage text flow.</p> <p><u>4.3 Make, manage, and manipulate selections.</u></p> <p>4.3.a Select objects using a variety of tools.</p> <p>4.3.b Modify and refine selections using various methods.</p> <p>4.3.c Group or ungroup selections.</p> <p><u>4.4 Transform digital graphics and media.</u></p> <p>4.4.a Modify artboards.</p> <p>4.4.b Rotate, flip, and transform individual layers, objects, selections, groups, or graphical elements.</p> <p><u>4.5 Use basic reconstructing and editing techniques to manipulate digital graphics and media.</u></p> <p>4.5.a Apply basic auto-correction methods and tools.</p> <p>4.5.b Repair and reconstruct graphics.</p> <p>4.5.c Evaluate or adjust the appearance of objects, selections, or layers.</p> <p>4.5.d Use Image Trace to create vectors from bitmap images.</p> <p><u>4.6 Modify the appearance of design elements using effects and graphic styles.</u></p> <p>4.6.a Use effects to modify images.</p> <p>4.6.b Create, edit, and save graphic styles.</p> <p>4.6.c Expand the appearance of objects.</p>	
Aligned Washington State Learning Standards	
<b>Arts</b>	<p><b>Media Arts</b></p> <p><u>Performance Standard (MA:Cn11.1.III)</u></p> <p>a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.</p> <p>b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.</p> <p><u>Performance Standard (MA:Cn10.1.II)</u></p> <p>a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.</p> <p>b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.</p> <p><u>Performance Standard (MA:Cn11.1.II)</u></p> <p>a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.</p> <p>b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.</p> <p><b>Visual Arts</b></p> <p><u>Performance Standard (VA:Cr2.2.III)</u></p>

	<p>a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.  <u>Performance Standard (VA:Re7.1.III)</u></p> <p>a. Analyze how responses to art develop over time based on knowledge of and experience with art and life.  <u>Performance Standard (VA:Re9.1.III)</u></p> <p>a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.  <u>Performance Standard (VA:Cn10.1.III)</u></p> <p>a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.  <u>Performance Standard (VA:Cn11.1.III)</u></p> <p>a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>
<b>Educational Technology</b>	<p><b>Empowered Learner</b>  1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way  1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p><b>Innovative Designer</b>  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.</p> <p><b>Creative Communicator</b>  6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p>
<b>English Language Arts</b>	<p><u>CCSS.ELA-LITERACY.RI.9-10.2</u>  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.</p>

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Students will successfully complete ADOBE ILLUSTRATOR CERTIFICATION

#### Leadership Alignment:

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

#### Additional 21<sup>st</sup> 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

### ***Standards and Competencies***

**Unit:** Publishing Digital Media - ADOBE ILLUSTRATOR

#### **Industry Standards and/or Competencies**

**Total Learning Hours for Unit:** Hours

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

5.1.a Verify project specifications.

5.2 Export or save digital images to various file formats.

5.2.a Save in the native file format for Illustrator (.ai).

5.2.b Save graphics in appropriate formats for print or screen.

5.2.c Export project elements.

5.2.d Package an Illustrator project.

### ***Aligned Washington State Learning Standards***

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

	<p>troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p><b>Innovative Designer</b>  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.</p> <p><b>Creative Communicator</b>  6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p>
<b>English Language Arts</b>	<p><u>CCSS.ELA-LITERACY.RI.9-10.2</u>  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.</p>

### 21<sup>st</sup> Century Skills

Check those that students will demonstrate in this course:

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b>  <input checked="" type="checkbox"/> Think Creatively  <input type="checkbox"/> Work Creatively with Others  <input type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b>  <input type="checkbox"/> Reason Effectively  <input type="checkbox"/> Use Systems Thinking  <input type="checkbox"/> Make Judgments and Decisions  <input type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b>  <input type="checkbox"/> Communicate Clearly  <input type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b>  <input type="checkbox"/> Access and /evaluate Information  <input type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b>  <input type="checkbox"/> Analyze Media  <input type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b>  <input type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b>  <input type="checkbox"/> Adapt to Change  <input type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b>  <input type="checkbox"/> Manage Goals and Time  <input checked="" type="checkbox"/> Work Independently  <input type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b>  <input type="checkbox"/> Interact Effectively with Others  <input type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b>  <input checked="" type="checkbox"/> Manage Projects  <input checked="" type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b>  <input type="checkbox"/> Guide and Lead Others  <input type="checkbox"/> Be Responsible to Others</p>
---	---	---