

Everett Public Schools Framework: Graphic Design I

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| 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 | Hours: |
| Performance Assessment(s): | |
| Leadership Alignment: | |
| Standards and Competencies | |

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

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

| Unit 1 ELEMENTS AND PRINCIPLES | Hours: 20 |
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| Performance Assessment(s): Formative Elements and Principals Exercises Vocabulary Review Summative Elements and Principals vocabulary, understanding and application test Line and Shape Project Color Wheel Project | |
| Leadership Alignment: Promotional Graphics - TSA 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: Flight Endurance, System Control Technology, Webmaster. | |
| Standards and Competencies | |
| Standard E: Color Theory <ol style="list-style-type: none"> 1. Explain additive and subtractive color theory. 2. Explain the effect of lighting on color perception. 3. Explain the effect of the surround on color perception. 4. Explain the significance of standard viewing conditions in the graphic communications industry. 5. Explain the influence of the substrate on color reproduction. Standard P: Design Principles <ol style="list-style-type: none"> 1. Identify the basic principles of design (i.e., unity; contrast; proportions; balance; emphasis; and, rhythm). 2. Identify the basic elements of design (i.e., line; shape; direction; size; texture; value; and, color). 3. Create thumbnails and rough drafts by sketching. Use markers or colored pencils to show color. 4. Pitch a concept to demonstrate an understanding of the relationship between message; color; typography; images; and, layout. 5. Brainstorm keywords for a design concept based on customer need and target audience. 6. Demonstrate an understanding of color theory by describing primary, secondary, and tertiary colors including hue, tint, value and shade, and the effect of light and distance on color. 7. Critique a layout to determine if it meets the customer's needs, and suggest improvements. 8. Demonstrate an understanding of corporate identity including how branding affects consumer recognition. 9. Demonstrate an understanding of color relationships (complimentary, analogous, monochromatic, etc.). 10. Create a storyboard to demonstrate a time-based concept. | |
| Aligned to Washington State Standards | |
| Arts | |
| <u>Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.</u> 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.
- 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):

- Analyzes the structure, context and/or aesthetics of the work.
- 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):

- Evaluates and justifies using supportive evidence and aesthetic criteria.

Arts 3.0 The student communicates through the arts.

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.

4.5. 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

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

2c - Spell correctly.

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.

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| Mathematics | | |
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| Reading | | |
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| Science | | |
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| Social Studies | | |
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| Writing | | |
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| 21st Century Skills | | |
| LEARNING AND INNOVATION Creativity and Innovation <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Other <input checked="" type="checkbox"/> Implement Innovations Creative Thinking and Problem Solving <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 Communication and Collaboratio <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others | INFORMATION, MEDIA AND TECHNOLOGY SKILLS Information Literacy <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information Media Literacy <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products Information, Communications, and Technology (ICT Literacy) <input checked="" type="checkbox"/> Apply Technology Effectively | LIFE AND CAREER SKILLS Flexibility and Adaptability <input type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible Initiative and Self-Direction <input checked="" type="checkbox"/> Mange Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Other <input type="checkbox"/> Work Effectively in Diverse Teams Productivity and Accountability <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results Leadership and Responsibility <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others |

| Unit 2 STATIONARY DESIGN | Hours: 15 |
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| Performance Assessment(s): Formative Layout Exercise Logo Exercise/ Design Typography Exercise Summative Stationary Set/ Press Kit | |
| Leadership Alignment: Desktop Publishing _TSA Participants produce a notebook containing a news release, a three (3)-column newsletter, and a poster. Each of these publications might be used by a school's technology teacher and/or principal to attract students to the TSA organization. The news release and poster would promote the first TSA meeting of the school year. The newsletter would give details about the TSA program at the school, state, and national levels, and TSA competitions. All participants (not just semifinalists) work to solve an on-site problem that demonstrates their ability to use the computer to design and edit materials for in-house publication. Promotional Graphics-TSA 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: Flight Endurance, System Control Technology, Webmaster. | |
| Standards and Competencies | |
| Standard M: Type Advertising and Design <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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. 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. Standard N: Page Layout Advertising and Design <ol style="list-style-type: none"> 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.
13. Identify trim size; bleed size; and, live area of a project.
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.
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.
25. Design and produce a document using specified type faces, sizes, leading, margins, indents, tabs, and colors.
26. Identify appropriate professional software for inputting words, creating illustrations, editing images, and laying out pages.
27. Follow proofreading instructions to correct documents on screen.
28. Place or get images.
29. Demonstrate cropping images.
33. Create a document using tints, reverses and manipulated type.

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.
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.

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.

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.
- Reflects and self-evaluates work and/or performance to set goals.
- Engages the senses actively and purposefully in perceiving the work.
- Interprets meaning based on personal experiences and knowledge.
- Evaluates and justifies using supportive evidence and aesthetic criteria.

Arts 3.0 The student communicates through the arts.

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.

4.5. 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

Mathematics

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 4 - Model with mathematics.
- 7 - Look for and make use of structure.

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| Reading | | |
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| Science | | |
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| Social Studies | | |
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| Writing | | |
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| 21st Century Skills | | |
| LEARNING AND INNOVATION Creativity and Innovation <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Other <input checked="" type="checkbox"/> Implement Innovations Creative Thinking and Problem Solving <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems Communication and Collaboratio <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others | INFORMATION, MEDIA AND TECHNOLOGY SKILLS Information Literacy <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information Media Literacy <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products Information, Communications, and Technology (ICT Literacy) <input checked="" type="checkbox"/> Apply Technology Effectively | LIFE AND CAREER SKILLS Flexibility and Adaptability <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible Initiative and Self-Direction <input checked="" type="checkbox"/> Mange Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Other <input checked="" type="checkbox"/> Work Effectively in Diverse Teams Productivity and Accountability <input type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results Leadership and Responsibility <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others |

| Unit 3 CAREER / LEADERSHIP UNIT | Hours: 15 |
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| Performance Assessment(s): | |
| <p>Formative Self Assessments of Careers (WOIS)</p> <p>Summative Career Comparison (WOIS) Six Year Plan Flow Chart Final Career Research Product</p> | |
| Leadership Alignment: | |
| <p>Career Preparation_TSA</p> <p>Participants research technology-related careers designated by the Bureau of Labor Statistics as falling in the top ten employment growth areas in the near future. Participants research and prepare a resume and cover letter for each of the careers noted. Semifinalists participate in an on-site job interview related to one of the careers. Participants research each of the careers in the specified year. For 2014: Meteorologist, Software Engineer, Construction Project manager</p> | |
| Standards and Competencies | |
| <p>Standard WR 1: Career Planning</p> <p>WR-1.1 Complete, discuss, and analyze the results of personality, career interest, and aptitude assessments;</p> <p>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;</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>WR-1.7 Identify how performance on assessments such as the SAT®, ACT®, ASVAB®, COMPASS® and ACCUPLACER® impact personal academic and career goals.</p> <p>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.</p> <p>WR-1.9 Prepare a program of study for at least one career of interest</p> <p>WR-1.10 Apply knowledge gained from individual assessment to a set of goals and a career plan</p> <p>WR-1.11 Develop strategies to make an effective transition from school to career</p> <p>Standard WR 3: Employability and Entrepreneurship</p> <p>WR-3.1 Demonstrate effective verbal, nonverbal, written, and electronic communication skills;</p> <p>WR-3.2 Evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites;</p> <p>WR-3.3 Model characteristics of effective leadership, teamwork, and conflict management;</p> <p>WR-3.4 Recognize the importance of a healthy lifestyle, including the ability to manage stress;</p> <p>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</p> <p>WR-3.6 Complete activities using project- and time-management techniques.</p> <p>WR-3.7 Identify and model appropriate grooming and appearance for the workplace;</p> <p>WR-3.8 Demonstrate dependability, punctuality, and initiative;</p> <p>WR-3.9 Research positive interpersonal skills, including respect for diversity;</p> | |

WR-3.10 Model appropriate business and personal etiquette in the workplace;
 WR-3.11 Exhibit productive work habits, ethical practices, and a positive attitude;
 WR-3.12 Demonstrate the ability to work with the other employees to support the organization and complete assigned tasks;
 WR-3.13 Demonstrate willingness to learn and further develop skills
 WR-3.14 Describe the importance of having a positive attitude and techniques that boost morale
 WR-3.15 Show initiative by coming up with unique solutions and taking on extra responsibilities
 WR-3.16 Explain the importance of setting goals and demonstrate the ability to set, reach, and evaluate goals
 WR-3.17 Explain the importance of taking pride in work accomplished and extrinsic and intrinsic motivators that can be used to increase pride
 WR-3.18 Identify how to prioritize work to fulfill responsibilities and meet deadlines;
 WR-3.19 Research and compare published workplace policies and procedures;

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

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

5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

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

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

Knowledge of Language

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.

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

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

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| Mathematics | | |
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| Reading | | |
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| Science | | |
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| Social Studies | | |
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| Writing | | |
| <p>CC: College and Career Readiness Anchor Standards for Writing</p> <p><u>Text Types and Purposes</u></p> <p>1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><u>Production and Distribution of Writing</u></p> <p>5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><u>Research to Build and Present Knowledge</u></p> <p>7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | | |
| 21st Century Skills | | |
| <p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Other</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Creative Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgements and Decisions</p> <p><input type="checkbox"/> Solve Problems</p> <p>Communication and Collaboratio</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p> | <p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and Evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications, and Technology (ICT Literacy)</p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p> | <p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Mange Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input type="checkbox"/> Interact Effectively with Other</p> <p><input type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p> |

| Unit 4 IMAGE MANIPULATION | Hours: 40 |
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| Performance Assessment(s): Formative Photoshop Research Presentation Photoshop Tutorial Poster Tutorial Summative CD Self Portrait Self Manipulation Project Selection Project | |
| Leadership Alignment: Promotional Graphics-TSA 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: Flight Endurance, System Control Technology, Webmaster. SciVis_TSA SciVis refers to Scientific and Technical Visualization, the graphical representation of complex scientific concepts. Participants develop a visualization focusing on a subject or topic from one (1) or more of the following areas: science, technology, engineering and mathematics. | |
| Standards and Competencies | |
| Standard D: Image Capture <ol style="list-style-type: none"> 2. Explain basic digital camera hardware. 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 <ol style="list-style-type: none"> 15. Capture digital images using a scanner and digital camera. 18. Transfer images from a camera and scanner to a host computer. 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 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 W: Concept Development

1. Brainstorming,
2. Concept sketching
3. Thumbnails
4. Roughs
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.
- 2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):
 - Presents, exhibits, and produces work and/or performance for others.
- 2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

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

Mathematics

Reading

CC: Reading Informational Text

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).

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| Science | | |
| | | |
| Social Studies | | |
| | | |
| Writing | | |
| | | |
| 21st Century Skills | | |
| LEARNING AND INNOVATION Creativity and Innovation <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Other <input checked="" type="checkbox"/> Implement Innovations Creative Thinking and Problem Solving <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 Communication and Collaboratio <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others | INFORMATION, MEDIA AND TECHNOLOGY SKILLS Information Literacy <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information Media Literacy <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products Information, Communications, and Technology (ICT Literacy) <input checked="" type="checkbox"/> Apply Technology Effectively | LIFE AND CAREER SKILLS Flexibility and Adaptability <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible Initiative and Self-Direction <input checked="" type="checkbox"/> Mange Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Other <input checked="" type="checkbox"/> Work Effectively in Diverse Teams Productivity and Accountability <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results Leadership and Responsibility <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others |