Escondido Union High School District

Graphic Design

EUHSD Board Approval Date: 6/21/16
The EUHSD Graphic Design curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study and serves as the first course in an Arts, Media, and Entertainment industry sector pathway of courses. The curriculum document is updated annually based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
C. Instructional Materials References
D. Scope and Sequence Map with Essential Standards outlined by Unit
E. References to key essential design and implementation documents

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school college and career ready. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”

A key design consideration in the transition to the new California State Standards is a focus on changes in pedagogy. The English Language Arts instructional shifts guide classroom teaching and learning and the foundation of curriculum and instructional design. Key considerations of the ELA Instructional shifts can be found by visiting the following URL: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

The curriculum document is aligned to the California Career Technical Education Model Curriculum Standards and, specifically, the Arts, Media, and Entertainment Anchor and Pathway standards. A detailed list of resources around which the EUHSD curriculum is designed is as follows:

Graphic Design Course Description
The Graphic Design course is the first course in a sequence of Arts, Media, and Entertainment industry sector and the Design, Visual, and Media Arts pathway. The course is designed to span the entire range of visual communication in a digital platform. The course provides a curriculum of conceptual problem solving, innovation, and critical thinking, and formal design as well as an introduction to branding and marketing strategies. The course is an introduction to the fundamental principles and elements of graphic design. Instruction will incorporate traditional hand-rendering methods, as well as use of computer applications and computer generated designs. The course focuses on graphic design foundations including composition, layout, digital art, illustration, typography, and photo manipulation. Students will acquire the technical knowledge and the creative processes necessary for an entry level position in the commercial communication field. These occupations may include: production artist, advertising and graphic designer, illustrator, and layout artist. The end of course portfolio may be used in consideration of future educational or employment plans.

Graphic Design Course Requirements

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<thead>
<tr>
<th>Course Length: One Year</th>
<th>Grade Level: 9-12</th>
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<tbody>
<tr>
<td>UC/CSU Requirement: Meets UC/CSU approval as a “F” general elective requirement.</td>
<td>Graduation Requirement: Meets EUSHD CTE requirement or, EUHSD Fine Arts requirement or general elective requirement</td>
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<tr>
<td>Course Numbers (Semester A): 7784</td>
<td>Transcript Abbreviation (Semester A): GRAPHIC DESIGN A</td>
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<tr>
<td>Course Numbers (Semester B): 7785</td>
<td>Transcript Abbreviation (Semester B): GRAPHIC DESIGN B</td>
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<tr>
<td>Credits 10 (5 per semester)</td>
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<tr>
<td>Required Prerequisite/s: None</td>
<td>Recommended Prerequisite/s: None</td>
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<tr>
<td>Board Approval Date (Curriculum): 6/21/16</td>
<td>Board Approval Date (Materials):</td>
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<tr>
<td>Core Instructional Material/s: N/A</td>
<td>Supplemental Instructional Material/s:</td>
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<tr>
<td>Technology Resource/s:</td>
<td>• Various teacher resources as outlined in the Scope and Sequence.</td>
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<td>• Chromebooks or computer lab workspace</td>
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<tr>
<td>• Design Software – InDesign, Illustrator, and Photoshop</td>
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<tr>
<td>Assessment/s:</td>
<td>• Graphic Design is a project based course. Each unit of study outlines specific project based key assignments and corresponding assessments.</td>
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</table>
The Scope and Sequence Guide is a California standards based document that delineates the skills students are expected to know and do in order to meet College and Career Readiness expectations outlined within the California Model Career Technical Education standards. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit learning objectives. In addition to the Scope and Sequence Guide, EUHSD teachers or CTE advisory members will meet annually to refine the curriculum.

In coursework requiring reading and writing, the following standards are not specifically stated in any one unit of study, but are the result of implementation throughout the curriculum as students participate in reading, writing, and speaking/listening standards based activities.

• By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11-CCR text completely and proficiently, with scaffolding as needed at the high range. (Reading Informational Text Standard 10)
• Students will write routinely over extending time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. (Writing Standard 10)
• “To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.” (Standards for ELA Anchor Standards for Speaking/Listening)
Graphic Design Scope and Sequence (Semester A)
Unit 1 - Introduction to the Elements and Principles of Graphic Design
Length: 2 weeks

**Unit Description:** In unit 1, students will explore the foundational elements of art and principles of design. Through participation in a mini web-based research assignment, students will explore the elements of art such as: line, color, shape, form, space, texture, and value. They will explore the following principles of design: balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation, and unity. Students will apply their acquired knowledge to specific student generated designs and projects. Students will understand and apply the elements of art (line, color, shape/form, space, texture, value) and the principles of graphic design (balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation, unity) to a specific design ideas and project.

**Unit Standards:**

**Anchor Standards Design Visual; Media Arts, Visual Solutions:**

**Communication Anchor Standards:** (Used throughout all units of study)
- 2.0 Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness levels for communicating effectively in oral, written, and multimedia formats.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

**Technology Anchor Standards:** (Used throughout all units of study.)
- 4.0 Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment.
- 4.1 Use electronic reference materials to gather information and produce products and services.

**Strategies for Meeting the Needs of English Learners:**
- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstdspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstdspublication14.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/chapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/chapter11.pdf)

**Learning Objectives:**
- Students will be able to:
  - Acquire and accurately use content specific vocabulary in discussions and presentations.
  - Summarize and present key ideas and details from research (both in writing and orally).
  - Conduct short and more sustained research on a provided topic.
  - Utilize a specific citation manual in order to cite key sources.
  - Identify primary and secondary sources.
  - Utilize technology in a responsible fashion.
  - Participate fully in small and large group discussions.
  - Create a digital portfolio.
  - Write routinely over time, synthesizing key ideas and details from informational text.

**Instructional Resources:**
- Google Search Lessons website - [https://sites.google.com/site/gwebsearcheducation/lessonplans](https://sites.google.com/site/gwebsearcheducation/lessonplans)
- Purdue Writing Center - [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)

**Instructional Strategies:**
- Use of EUHSD Literacy Routines in order to assist
<table>
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<tr>
<th>4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.</th>
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<td><strong>Problem Solving and Critical Thinking:</strong> (Used throughout all units of study.)</td>
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<td>5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.</td>
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<td><strong>Health and Safety:</strong></td>
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<td>6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.</td>
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<td>7.4 Practice time management and efficiency to fulfill responsibilities.</td>
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<td>9.3 Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace setting.</td>
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<td><strong>Technical knowledge and Skills:</strong> (Used throughout all units of study.)</td>
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<td>10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.</td>
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<td><strong>Demonstration and Application:</strong> (Used throughout all units of study.)</td>
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<td>11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance expectations.</td>
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| • Interpret and explain key ideas to others. |
| • Utilize a variety of web 2.0 tools to present and store information (including the development of a digital portfolio). |
| students in making meaning of text. |
| • Use of EEI strategies for Lesson Design and Planning considerations. |
| • Direct instruction on key terms and new concepts. |
**Design, Visual, and Media Arts Pathway Standards:**

- A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.
- A1.2 Identify and pursue the principles of design to discuss, analyze, and create projects and products across multiple industry applications.
- A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.
- A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

**CTE ELA Standards:**

- Writing (2) Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical knowledge.
- Writing (4 – Used throughout all units of study.) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Writing (5 – Used throughout all units of study.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience.
- Writing (6 – Used throughout all units of study.) Use technology, including the WWW, to produce, publish, and update individual or shared writing products in response to ongoing feedback.
- Writing (7) Conduct short as well as more sustained research projects to answer a question (including self-generated questions) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple...
sources on the subject, demonstrating understanding of the subject under investigation.

- **Writing (8)** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- **Writing (9)** Draw evidence from informational texts to support analysis, reflection, and research.

### Key Unit Assignments:

- **Key assignments to be completed in numerical order.**
  1. Students will use a technology device such as a chrome book to create a personal digital portfolio where they will store all of their semester-long writing assignments and key unit assignments/projects. Students will add information to their portfolio during each unit and teacher will provide feedback which will also be added to the student portfolio. (Use Google, Office 365 or other storage tool like Canvas). As a class, students will review the appropriate use of technology and criteria for the creation of their portfolio.
  2. (Please share with students in order to set the expectation of Semester A.) At the end of Semester A, all students will complete a mid-year portfolio review. They will analyze the work within their portfolio utilizing a teacher generated rubric and will present their two or three best works to a group of their peers. (See Unit 3 for full details.) The teacher and the student should review the requirements of the end of semester portfolio presentation. They will set up their portfolio based on the end of term expectations.
  3. In Unit 1, students will apply their understanding of both the elements of art and principles of design by conducting min-web based research assignment on the elements of art and principles of design. Teacher will provide a rubric of the criteria by which students will conduct their research. Students will be expected to utilize academic vocabulary (industry specific) in their findings. Students will creating an example of each element and principle by copying and pasting specific images and citing the URL from their source. Presentations may be done in any Web 2.0 tool such as Prezi, PPNT, etc. Students must correctly identify all elements of art and principles of design (as outlined within the rubric). They will find a digital image reflecting the elements and principle. Students will then write a statement of understanding pertaining to each design and how it reflects both the elements and principles of design.

### Key Unit Assessments:

- Each student will set up a Digital Portfolio that will house all assignments throughout the course.
- Mini Research Paper and Project (1-3 pages, including APA citation of sources)
- Unit Test on Elements and Principles of Design
- Reflection Writing Task (not to exceed 1 page)
<table>
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<tr>
<th>Students will cite all digital resources utilizing APA formatting and will upload their product to their digital portfolio for teacher review. They will upload their document/project to their portfolio.</th>
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<tbody>
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<td>4. Students will self-assess their own project using the provided scoring rubric &amp; Students will write summary reflection on the research experience and upload their reflection to the portfolio.</td>
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Graphic Design Scope and Sequence
Unit 2 - Historical and Cultural Diversity in Graphic Arts
Length: 3 Weeks

Unit Description: In unit 2, students build upon the elements of art and principles of design as they conduct research in order to enhance their understanding the impact of history and culture on the development and advancement of design. Through a short term research project conducted on the WWW, students will explore the way in which a region and/or designer’s culture influence both the creation of a design and the way in which it’s perceived by individuals and/or a group – both within the region and/or outside of the area. Specific attention will be spent on examining current digital works of art and/or images for their historical and cultural significance. Students will apply their learning to all of the required projects and designs for the remainder of the course, specifically on their impact on the end of semester and end of unit project presentations.

Unit Standards:
Design, Visual, and Media Arts Pathway Standards:
- A3.0 Analyze the impact of history and culture on the development of professional arts and media products.
- A3.2 Describe how the issues of time, place, and cultural influence are reflected in a variety of artistic products.
- A3.3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.
- A3.4 Identify art in international industry and discuss ways in which the work reflects cultural perspective/s.
- A3.5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications.
- A3.6 Investigate and discuss universal concepts expressed in visual media products from diverse cultures.
- A5.5 Create a commercial artistic product that communicates a cross-cultural or universal theme.
- A4.2 Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).
- A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
- A8.5 Differentiate writing processes, formats, and conventions used for various media.

Strategies for Meeting the Needs of English Learners:
- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: http://www.cde.ca.gov/sp/el/er/doco ments/elstndspublsn14.pdf
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: http://www.cde.ca.gov/ci/rl/cf/d ocuments/elaeldfwchapter11.pdf

Learning Objectives:
Students will be able to:
- Assess the impact of history and culture on the development of digital media.
- Utilize the WWW to conduct short and sustained research.
- Cite primary sources in support of findings.
- Identify the way in which a person’s culture affects design.
- Investigate universal design principles.
- Apply industry standards for history and culture to presentations/designs.
- Develop a written summary of research.
- Present information to others utilizing formal conventions of presentation.

Instructional Resources:
- History of Graphic Design Website - http://www.designhistory.org/
- History of Graphic Design Website - http://www.historygraphicdesign.com/
- Blog on Cultural Influences in Graphic Design - http://boldthinkcreative.com/culturedesign/
- World Press.com (article) - https://www.ukessays.com/
<table>
<thead>
<tr>
<th>CTE ELA Standards:</th>
<th>When planning instruction for ELs consider:</th>
<th>essays/cultural-studies/how-graphic-design-affects-culture-cultural-studies-essay.php</th>
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<tbody>
<tr>
<td>Writing (4 – Used throughout all units of study.) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>Accessing prior knowledge.</td>
<td>Purdue Writing Center - <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a></td>
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<td>Writing (5 – Used throughout all units of study.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience.</td>
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<td>Writing (6 – Used throughout all units of study.) Use technology, including the WWW, to produce, publish, and update individual or shared writing products in response to ongoing feedback</td>
<td>Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).</td>
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<td>Writing (7) Conduct short as well as more sustained research projects to answer a question (including self-generated questions) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
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<td>Sentence frames or starters for any speaking tasks.</td>
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<td>Key Unit Assignments:</td>
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<tr>
<td>In order to understand the impact of history and culture on graphic design, students will work in teacher assigned groups to conduct in-depth research on the history and culture of graphic design, influences of new technologies, discuss the social, economic, and political developments of the industry over time, analyze the similarities and differences in art created in culturally diverse cultures, and investigate and highlight universal concepts. Students will cite all resources used in their research and create a presentation of their findings using a digital tool of their choice (as approved by the teacher) (video, audio, graphic animation, photo presentation, etc.). Key historical and cultural influences in digital design will be presented to the class and a comprehensive list of historical and cultural developments in the industry sector will be developed and added to the student’s digital portfolio. The findings from the research and presentations will then be used as the basis for their own projects in explaining how beliefs, cultural traditions, current social, political, and other issues influence commercial electronic media.</td>
<td>Historical/Cultural Research and Presentation</td>
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Graphic Design Scope and Sequence
Unit 3 – Digital Media Creation
Length: 10 weeks

Unit Description: In unit 3, students begin to explore the elements of art and principles of design by creating original works of art utilizing industry software. Students will begin by studying a variety of typography and its application and use in digital design. Students will work with Photoshop software to create a design that reflects a relevant issue in today’s society focusing on the typography and its impact in conveying a design’s message. Students will also apply the ideas and concepts on historical and cultural impact and significance to the student’s artistic works. Through utilization of the digital tools in Photoshop, students will create a public service advertisement and a two page magazine spread/layout. The students will not only utilize Photoshop, but they will also submit their design proposals to their teacher with their rationale for specific design.

Unit Standards:
Anchor Standards: Design Visual; Media Arts, Visual Solutions:

Communication Anchor Standards: (Used throughout all units of study)
- 2.0 Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness levels for communicating effectively in oral, written, and multimedia formats.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Technology Anchor Standards: (Used throughout all units of study.)
- 4.0 Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment.
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  http://www.cde.ca.gov/sp/el/er/documents/eldstandspublication14.pdf
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks:

Learning Objectives:
- Students will be able to:
  - Utilize a specific industry application to create a design.
  - Use the principles of design and elements of art.
  - Use appropriate industry related vocabulary.
  - Communicate their ideas to others.
  - Advocate for their own design.
  - Interpret design for social and cultural significance.
  - Write routinely over time.
  - Use the WWW to conduct research.
  - Use citation and technology according to industry standards.

Instructional Resources:
- Best Examples of Typography Website - http://www.awwwards.com/websites/typography/
- Creative Blog – 18 Typography resources - http://www.creativebloq.com/typography/top-typography-resources-912816
- Start Up Brothers Website (selecting business names) - http://startupbros.com/how-to-pick-the-perfect-name-for-your-business-or-startup/
4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

**Problem Solving and Critical Thinking:** (Used throughout all units of study.)
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

**Responsibility and Flexibility:** (Used throughout all units of study.)
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high quality techniques to product or presentation design and development.

**Leadership and Teamwork:** (Used throughout all units of study.)
- 9.3 Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace setting.

**Technical knowledge and Skills:** (Used throughout all units of study.)
- 10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.
- 10.3 Construct projects and products specific to Arts, Media, and Entertainment sector requirements and expectations.

**Design, Visual, and Media Arts Pathway Standards:**
- A1.2 Identify and pursue the principles of design to discuss, analyze, and create projects and products across multiple industry applications.
- A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.

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<td>Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).</td>
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<td>Sentence frames or starters for any speaking tasks.</td>
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<td>Reading in chunks or use of EUHSD literacy routines.</td>
<td>Contact EUHD Literacy Coach and/or EL Specialist for additional strategies and resources in meeting the needs of EL students.</td>
<td>Conduct presentations and critique other’s presentation.</td>
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**When planning instruction for ELs consider:**
- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities to work collaboratively (pairs, groups).
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- Rubrics and model/sample papers for tasks involving writing.
- Reading in chunks or use of EUHSD literacy routines.
- Contact EUHD Literacy Coach and/or EL Specialist for additional strategies and resources in meeting the needs of EL students.

**Conduct presentations and critique other’s presentation.**

**Photoshop Video Tutorials** - [https://www.youtube.com/user/NewWorldOps](https://www.youtube.com/user/NewWorldOps)

**Photoshop Tutorials** - [https://helpx.adobe.com/photoshop/tutorials.html](https://helpx.adobe.com/photoshop/tutorials.html)

**PDF from Getty Center** (Principles of Design) - [https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf](https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf)

**PDF from Getty Center** (Elements of Art) - [https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf](https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf)


**Digital Layout resource** - [http://design.tutsplus.com/arti](http://design.tutsplus.com/arti)
• A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.
• A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
• A2.4 Use visual metaphors in creating an artistic product.
• 2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
• 2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

**CTE ELA Standards:**

- **Reading (1)** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- **Reading (2)** determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **Writing (4 – Used throughout all units of study.)** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **Writing (5 – Used throughout all units of study.)** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience.
- **Writing (6 – Used throughout all units of study.)** Use technology, including the WWW, to produce, publish, and update individual or shared writing products in response to ongoing feedback.
- Writing (7) Conduct short as well as more sustained research projects to answer a question (including self-generated questions) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- Writing (8) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

### Key Unit Assignments:

- **Students will utilize a variety of teacher provided and internet researched resources to better understand the historical background in digital designs and the use of a variety of typography to evoke an emotion and convey a message. Students will then be provided with a list of fictitious business names and will select a font and create a brief message using that font that reflects the intent of the business name. Using a rubric outlining the industry expectations for font in design, students will critique one another’s choices for all provided business names. They will provide individual feedback to their peers and edit their selections accordingly, focusing on ethos, pathos, logos.**

- **Students will design a project using only black and white font. Students will submit their design proposal with thumbnail sketch to the teacher prior to beginning their project. They will write 3-5 sentences outlining the rationale for their particular design. The design must include at least 5 different types of font and 5 different sizes. Students will use the principles and elements of design layout. Students will submit their completed digital design and thumb nail sketch to their portfolio.**

- **Students will be expected to utilize Photoshop, an industry-relevant application, to create a series of designs. They will review all of the tools within the software through a variety of teacher led steps and mass practice. Students will demonstrate their understanding of the application by completing a skills test. Students will watch a teacher selected tutorial via the WWW to further enhance their understanding of Photoshop.**

### Key Unit Assessments:

- Peer Critiques of Business Font Design Project
- Typography Design Project
- Skills Test on Photoshop
- Public Service Advertisement Project and Paper
- Magazine Layout Project and Research Paper
- Poster and Presentation and Art Exhibition
- End of Semester Portfolio Review
• Students will design a public service advertisement in Photoshop. They will select from a teacher generated list of topics or ideas and create an advertisement based on their selected topic. Using specific rubric criteria, they will design their advertisement and submit to their portfolio. Students will write a one-page description/rationale of their advertisement, including rationale for typography and image selection.

• Students research a variety of social issues in their community or the world at large selecting one as the basis or rationale in order to design a magazine layout. Students will participate in a brainstorming discussion on a variety of social issues. Using the WWW, they will conduct research on a social issue, cite their references (at least 2) and then write an informational paper about their issue. The students will then create a two-page magazine spread that employs all of the elements of art and principles of design; including paying specific attention to the historical and cultural impact of their design. Students will upload their project and paper to their portfolio.

• As the culminating unit project, designed to demonstrate student’s understanding and mastery of Photoshop, the student will create a digital movie poster or other teacher agreed upon project in a specific genre. The student’s design project must reflect a real-life person through their digital image. The teacher will provide industry standard rubrics by which the students will create their design. Students will go online and research a variety of Photoshop tutorials as an expectation for learning how to enhance digital projects through use of various tech tools. The student’s final project will be evaluated based on specific industry expectations or standards. Students will complete a writing task reflection on this process and upload their design and writing reflection to their portfolio. The student’s digital work will be printed and displayed in a school wide art exhibit.

• At the end of the semester, students will complete a portfolio presentation designed to enhance their speaking/listening skills in anticipation of the end of year trade show assignment (see Unit 5). Students will review all of their projects, select their two best works, and conduct a mini-presentation to a group of their peers (groups of 4-6). They will critique other’s work utilizing rubrics on elements and principles of design as they pertain to industry expectations. Students will be expected to generate at least 3 questions to their peers based on the rationale for their selection; specifically on their understanding of the history and culture of design, typography, and use of Photoshop.
**Graphic Design Scope and Sequence (Semester B)**

**Unit 4 – Introduction to Color Theory**

**Length:** 2 Weeks

**Unit Description:** In unit 4, students will utilize the learning from unit 1 on principles of design and elements of art in order to create their own color wheel project. They will demonstrate the ability to reorganize and integrate visual elements across digital media and media designs by analyzing and discussing complex ideas such as: distortion, color theory, arbitrary color, scale, expressive content, etc. Students will conduct online research on creating a color wheel, including watching a u-tube tutorial on color wheels and reviewing the tutorial against at least one other digital resource.

**Unit Standards:**

**Anchor Standards Design Visual; Media Arts, Visual Solutions:**

**Technology Anchor Standards:** (Used throughout all units of study.)
- 4.0 Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment.
- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

**Responsibility and Flexibility:** (Used throughout all units of study.)
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high quality techniques to product or presentation design and development.

**Technical knowledge and Skills:** (Used throughout all units of study.)
- 10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

**Strategies for Meeting the Needs of English Learners:**

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/roster/eldstdnspubspage14.pdf](http://www.cde.ca.gov/sp/el/er/roster/eldstdnspubspage14.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldchapter11.pdf)

When planning instruction for ELs consider:

**Learning Objectives:**

**Students will be able to:**

- Conduct research on color theory using at least two different sources.
- Synthesize information from multiple sources, comparing and contrasting key details.
- Cite sources utilizing a style manual.
- Create a color wheel using specific industry guidelines for color relationships.
- Convey the purpose for industry color guidelines both orally and in writing.
- Apply artistic techniques to design.
- Use content specific vocabulary.

**Instructional Resources:**

- Trade show resources - [http://tradeshowresources.com/](http://tradeshowresources.com/)
- Color Wheel Tutorial U Tube - [https://www.youtube.com/watch?v=nFroXX6cvow](https://www.youtube.com/watch?v=nFroXX6cvow)
- Color Wheel Artist.com basic color wheel - [http://color-wheel-artist.com/basic-color-](http://color-wheel-artist.com/basic-color-)

- 10.3 Construct projects and products specific to Arts, Media, and Entertainment sector requirements and expectations.

**Design, Visual, and Media Arts Pathway Standards:**
- A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.
- Reading in chunks or use of EUHSD literacy routines.
- Contact EUHD Literacy Coach and/or EL Specialist for additional strategies and resources in meeting the needs of EL students.

### Key Unit Assignments:
- Students will review the end of course Trade Show presentation criteria. (See Unit 5).
- Students will research and analyze color theory and compare successful color schematics with less effective and desirable color combinations. After conducting their research, Students will create an extensive digital color wheel out of images found on the internet. They will also include examples of monochromatic, analogous, complementary, and arbitrary color relationships. Students will upload their color wheel project to their digital portfolio and use specific color relationships in future designs. Students will be assessed based on their specific color schemes.

### Key Unit Assessments:
- Color Wheel Rubric

### Instructional Strategies:
- Lectures on Color Theory
- Lessons on Color Relationships
- PowerPoint Presentations
- Technology for Research
- Models Use of Rubric
# Graphic Design Scope and Sequence

## Unit 5 - Introduction to Illustrator and InDesign

**Length:** 10 weeks

### Unit Description:
As the culminating unit in the digital design course, students will apply all of their year-long learning to a self-designed culminating activity. Students will create a startup business design package utilizing all of the elements of art and principles of design acquired throughout the course. They will follow a specific set of teacher designed digital proposal rubric criteria and, through the utilizing of industry software (Illustrator and InDesign) they will create a complete design package where they will present to a group of their peers during an end of year exhibition or trade show. Students will conduct research on careers and education expectations/requirements within the digital design industry which will include key technical and technological requirements applicable to various segments of the Media and Design Arts pathway. They will conduct online research and will summarize their findings by submitting a comprehensive design proposal, executing the proposal, and presenting the proposal.

### Unit Standards:

#### Anchor Standards Design Visual; Media Arts, Visual Solutions:

#### Communication Anchor Standards: (Used throughout all units of study)
- 2.0 Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness levels for communicating effectively in oral, written, and multimedia formats.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

#### Technology Anchor Standards: (Used throughout all units of study.)
- 4.0 Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment.
- 4.1 Use electronic reference materials to gather information and produce products and services.

### Strategies for Meeting the Needs of English Learners:
- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstdsnspub14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstdsnspub14.pdf)
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### Learning Objectives:

#### Students will be able to:
- Create a digital design proposal utilizing an industry specification rubric.
- Present a proposal to a group of peers.
- Utilize industry related terminology.
- Use a variety of industry related technical tools.
- Critique others utilizing industry specifics for digital design.
- Practice time management and organizational skills.
- Use a variety of digital and print resources.
- Summarize information and cite sources according to APA style manual or other style manual.
- Create artistic projects utilizing principles of design and elements of art.

### Instructional Resources:
- Website for Designing Proposals - [https://blog.bidsketch.com/selling-web-design/how-to-write-a-web-design-proposal/](https://blog.bidsketch.com/selling-web-design/how-to-write-a-web-design-proposal/)
- Tricks for preparing for a Tradeshow - [http://www.inc.com/ss/8-tricks-trade-show](http://www.inc.com/ss/8-tricks-trade-show)
- Purdue Writing Center - [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)
<table>
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<tr>
<th><strong>Problem Solving and Critical Thinking:</strong> (Used throughout all units of study.)</th>
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<td>• 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.</td>
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<td>• 9.3 Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace setting.</td>
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<th><strong>Technical knowledge and Skills:</strong> (Used throughout all units of study.)</th>
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<th><strong>Design, Visual, and Media Arts Pathway Standards:</strong></th>
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<td>• A1.2 Identify and pursue the principles of design to discuss, analyze, and create projects and products across multiple industry applications.</td>
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| Justify the use of a brand to convey a design idea. |
- A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
- A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant product.
- A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem.
- 2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.
- 2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
- 2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.
- A3.4 Identify art in the international industry and discuss ways in which the work reflects cultural perspective.
- A3.6 Investigate and discuss universal concepts expressed in visual media products from diverse cultures.
- A4.6 Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.
- A5.0 Identify essential industry competencies, explore commercial application and develop a career specific personal plan.
- A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.
- A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts pathway. (All components of standard).
CTE ELA Standards:

- Reading (1) Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- Reading (2) determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- Writing (4 – Used throughout all units of study.) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Writing (5 – Used throughout all units of study.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience.
- Writing (6 – Used throughout all units of study.) Use technology, including the WWW, to produce, publish, and update individual or shared writing products in response to ongoing feedback
- Writing (7) Conduct short as well as more sustained research projects to answer a question (including self-generated questions) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Writing (8) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
**Key Unit Assessments:**

- Students will be expected to utilize Illustrator and InDesign, industry relevant applications, to create an end of year Start up Business Design package. They will review all of the tools within the software through a variety of teacher led steps and mass practice. Students will demonstrate their understanding of the application by completing a skills test. Students will also review an online tutorial on each design application, summarize their findings, and take a skills based test designed to assess their knowledge. They will then apply their learning to their Start up Business Design package.

- Students will spend time designing a comprehensive digital business package. The design elements will include the following: Logo design, business cards, letterhead, envelopes, postcards, tri-fold brochure, t-shirt design, sticker, flyer, banner, promo piece. Students will create a presentation of their initial design proposal and present it to their peers. The proposal will include all aspects of design as learned throughout the course including a cost project for each element within the proposal. The proposal should focus on the branding of their business. Students will research the topic of branding, select a product brand for their design, and write a justification for their selection. They will create thumbnail sketches of their logo designs as part of their proposal.

- Students will work independently throughout the semester to create each required aspect of their proposal:
  - Creation of business/company
  - Create the company brand
  - Logo design
  - Business cards
  - Letterhead
  - Envelopes
  - Postcards
  - Tri-fold brochure
  - Tee shirt design
  - Sticker
  - Flyer
  - Banner
  - Promo piece

**Key Unit Assignments:**

- Skills Tests and Tutorial on both Illustrator and InDesign
- Business Design Package Presentation
- Business Design Products
- Portfolio “Trade Show” Presentation
- Career Paper
- End of Unit Reflection
- Unit Projects
- Reflection Paper
### Packaging

- Students will submit each phase of their Business Design Package for approval prior to completing the next element. They will continue to work on each element throughout the semester; completing all aspects of their final presentation.
- Students will write a 1 page summary of their business to accompany their package; including complete profile of the company. Students will identify key college pathways they may pursue in the Graphic Design industry.
- Students will prepare their Trade Show presentation as their culminating end of year activity. They will practice their presentation with at least 1 other student and critique using a teacher created rubric. They will upload their document/project to their portfolio. Students will self-assess their own project using the provided scoring rubric.
- Students will write a one-page reflection on this unit and upload their reflection to the portfolio.