



Design and Marketing

September 4th, 2025

Course Description: Dive into Design & Marketing, a course where creativity meets strategy, and hands-on experience is key. You'll explore graphic design, photography, and branding, with a focus on social media marketing, print marketing, and apparel design. Learn to create compelling logos, master identity and visual branding, and get hands-on learning opportunities with techniques like heat transfer vinyl, direct-to-film, and even screen printing!

Beyond design, you'll delve into market research, consumer behavior, and how to develop effective marketing strategies. Whether you're eyeing a career in graphic design, marketing, or just want to boost your skills in either area for any future industry, this course gives you the tools to stand out.

Culture of Learning: This class re-enforces PSSC's school wide agreements: Be Present, Be Respectful, Be Engaged & Be Professional. In our classroom community, we embrace each student's individuality and encourage everyone to express themselves respectfully and authentically. Our primary goal in Career and Technical Education (CTE) is to equip you with valuable, transferable life skills that will serve you well beyond these walls. If at any point you find yourself in need of assistance or support, remember that our teachers and school support staff are here for you. Please don't hesitate to reach out—we are committed to helping you succeed and thrive in your educational journey.

We encourage students to push the boundaries of traditional art and advertising production, empowering them to explore new techniques, technologies, and styles. Through hands-on projects and guided experimentation, students will develop the confidence to take artistic risks and discover their unique creative voices. Our course fosters a sense of community where students engage in meaningful dialogue, provide constructive feedback, and inspire one another. Collaboration will mimic real-world industry dynamics, preparing students to excel in group projects and professional collaborations. Constructive critique is a cornerstone of artistic development and refinement and in this course, students will learn to provide and receive thoughtful feedback on their work. The design process we use in this course will cultivate critical thinking, enhance problem-solving abilities, and encourage students to reflect on their artistic choices, ultimately leading to higher-quality productions.

These agreements will be upheld through a positive, progressive support system including individual check-ins with students, positive reinforcement strategies, contact with families, interventions from Dean/Counselor, etc.

Student Learning Outcomes:

- **Proficient Design Skills:** Students should develop a strong foundation in graphic design principles, including layout, typography, color theory, and image manipulation, applicable to both print and digital media.
- **Effective Production in Multiple Media Outputs:** Students should be capable of creating print-ready materials such as brochures, flyers, posters, business cards, magazines, and files for graphic t-shirts and various products using the different printer options available in our classroom. Students should be able to demonstrate an understanding of proper file formats, resolution, color management, and production

processes for each media type.

- **Strategic Advertising Concepts:** Students should grasp the fundamental concepts of advertising, including target audience analysis, unique selling propositions, and crafting compelling messages tailored to different mediums.
- **Planning and Execution:** Students should be able to plan and execute design projects and advertising campaigns across various media, integrating the design process throughout the process and additionally create print materials with digital strategies for cohesive brand messaging.
- **Copywriting Skills:** Students should develop the ability to write persuasive and engaging copy for advertisements, whether it's for print ads, social media posts, or other digital content.
- **Media Selection and Placement:** Students should understand how to select appropriate media channels for advertising campaigns, considering the strengths and weaknesses of print, online, and social media platforms.
- **Visual Content Creation for Social Media:** Students should acquire skills in designing visuals optimized for social media platforms, considering factors such as aspect ratios, image sizes, and engagement optimization.
- **Creative Problem-Solving:** Students should be encouraged to think creatively and solve design and marketing challenges, finding innovative ways to communicate messages effectively across diverse audiences.

Standards Assessed:

ELA	Associated Skill	Media Arts Associated Skill	Associated Skill
CCSS.ELA-W 11-12.1:	Defensive Writing	MA:Cr1.1.I Generate Ideas / Pre-Production CTE 1.A.1	Pre-Production
CCSS.ELA-W 11-12.2: CCSS.ELA-RI 11-12.1:	Informational Writing Citing Sources	MA:Cr2.1.I Visual Hierarchy CTE 2.C.5 Documenting MA:Cr3.1.Ia Production Process CTE 2.D.1	Reflect and Revise Software and Tool Selection
CCSS.ELA-RI 11-12 4	Deductive Reasoning Vocab	MA:Pr4.1.I Multimedia CTE 3.A.1	Communication
CCSS.ELA-RI 11-12 6:	Deductive Reasoning Tone	MA:Pr5.1.Ia Production Roles CTE 3.B.1	Teamwork
CCSS.ELA-RI 11-12.7: CCSS.ELA-SL 9-10.1:	Multiple Points of View Discussions	MA:Re7.1.Ib Target Market Analyzation CTE 4.A.2 MA:Re8.1.I Analyze Intent and Messaging CTE 5.A.1	Research Analyze and Interpret Messages & Intent
CCSS.ELA-SL 9-10.4:	Presentation Speaking	MA:Cn10.1.Ib Cultural CTE 5.B.1	Create Media Products

CCSS.ELA-SL 9-10.5:	Digital Media in Presentations	Ethics and Media MA:Cn11.1.lb	File Management and Digital Safety Attitude
		Literacy CTE 6.A.2 CTE 7.B.2	
		CTE 8.B.1	Productivity

CTE 9.A.2 Professionalism

Portfolio: This program requires a portfolio of work to be completed throughout each year. In the first year, students will work primarily on their own ideas and build their own brand and marketing materials while working with some clients. In the second year, students will develop their brand, business plan, and marketing materials and will conduct business with outside clients as well as attempt to bring in new business. Students in both years will document their work throughout the year and present their portfolio materials to our industry partners for a portfolio review at the end of the school year.

Instructor Contact Information:

Amanda Umberger (Mrs. Um - She/Her) • E: amanda.umberger@highlineschools.org • C: 425-270-8286 (Call or Text)

Taylor Saari (Ms. Taylor - She/Her) • E: taylor.saari@highlineschools.org • C: 206-631-7317 (Classroom Phone)

Ms. Taylor has access to [ParentSquare](#) if a parent/guardian would like to reach out that way.

Credits Offered:

Credits per Semester: 1.5

Equivalency Credits: English Language Arts, CTE and Arts

College Credits: Pending

Industry-Recognized Certifications:

Youscience:

Marketing Fundamentals	Digital Marketing 1 & 2 Digital Media 1 & 2 Commercial Photography	Graphic Print Design
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Adobe:

Photoshop Illustrator

Grading Policies:

We use Standards-Based Grading (SBG) to assess student learning as per Highline Public Schools.

SBG allows every student to show progress and mastery throughout the course on many different standards that directly relate to the highly transferable and sought after skills. This policy provides students with multiple opportunities to practice a new skill before they are officially scored so that they are not penalized by their first attempts and allows all students to start at zero. As their skills progress, their most recent scores will replace the scores from before which allows a student to track their progression on the skills they are building. Students will also be provided content specific rubrics that are written in student friendly language and will be asked to self-assess regularly to help understand where they currently are and how to improve.

The grade scale is as follows:

4 (A; 3.2 - 4.0): MEETING most standards and may be EXCEEDING on some.

3 (B; 2.4 - 3.19): MEETING most standards and may be APPROACHING or EXCEEDING on some.

2 (C; 1.6 - 2.39): APPROACHING on most standards and may be BEGINNING or MEETING on some.

1 (D; 1.2 - 1.59): BEGINNING on most standards and may be APPROACHING on some.

NC (NC; 0 - 1.19): NO EVIDENCE on most standards and may be BEGINNING in some.

NC stands for No Credit. In high school, the NC does not earn credit for a course.

Reassessment Opportunities:

Reassessment opportunities will be clearly published and determined by the instructor. Not all assignments and assessments are eligible for reassessment.

Students will continuously assess on standards taught within a unit until the summative assessment. Once a standard has been assessed on a summative assessment, the student has received feedback on how to improve, and they have had time to work on their skill that they wish to reassess on, they may request to reassess that standard on a new project with similar requirements. Students will need to submit a request form before the project they wish to be assessed on is due so that it can be scored appropriately. The request form for reassessment will be available in our Google Classroom.

StudentVue:

Students may access their grades via [StudentVUE](#).

Check your Highline Public Schools GMAIL for the activation key for your account.

Required Materials:

Program Costs: There will no longer be any classroom fees and uniforms will be provided. If you want your uniform customized then students may need to pay.

Professional Attire & Uniform Requirements: Students must wear a lanyard with their student ID and PSSC provided attire and/or program-specific uniform daily. Students will be required to dress in attire that is appropriate for the industry specific workplace. This means that students will need to dress in a manner which would be deemed professional in the art world as well as in the business world. Since Design and Marketing can reflect many different genres of business, students will be asked to represent a business casual style design firm.

- PSSC Shirt / Sweatshirt - to be worn everyday and supplied by PSSC
- Closed Toed Shoes - We work in a print production lab often with sharp knives and cutting machines
- Loose Jewelry - Needs to be removed before working in lab spaces

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- Long hair will need to be tied back in lab areas for safety
- Skin must be covered from armpits to knees for safety in the labs
- Students may wear an apron to protect their clothing in lab areas

Course Technology: This course utilizes Google Classroom, Google Drive, Google Apps, Adobe Creative Cloud (Photoshop, Illustrator, and InDesign), Padlet, Canva, Adobe Express and Procreate

Google Classroom Codes: 1st Session: 4iezaca | 2nd Session: utbwybr

Work-Based Learning (WBL): WBL is an instructional strategy that provides students with career exploration opportunities and hands-on learning where knowledge gained in CTE courses can be applied to real-life work experiences. The goal of every work-based learning program is to prepare students for the next generation of the workforce. PSSC students will participate in Work Based Learning through their CTE program and may earn elective credits.

Common WBL opportunities

- Job placement in career pathway
- Internships
- Clinicals
- Externships

All PSSC students will participate in Work Based Learning, some students may be eligible to participate in Work-Site Learning. Please see your instructor for more information on this opportunity.

Leadership:

Leadership is a key component of Design and Marketing where each student can be a member of DECA. DECA encourages the development of vocational understanding, leadership qualities, social awareness, and a sense of responsibility to school and community. It is each student's choice as to how active they will become in DECA this year.

List of opportunities:

- ASB Officer Positions
- DECA Competitions and Conferences

- PSSC Design & Marketing Leader
- Community Service & Real Client Work

Cell Phone Policy:

Cell phones should be used for educational purposes only as directed by the instructors. Students may use their cell phones for music during independent work time. They may not be used during lessons or when operating machinery. It is our belief that students need to learn how to police themselves when it comes to cell phone usage and will be taught multiple ways to manage this. If necessary, the instructors will send home communication and work one on one with the student to develop a plan. This skill will be essential for student success both in this classroom and in their future. Failure to properly manage their cell phone usage or disregard the policy may result in a zero tolerance no phone policy being put in place for individual students.

Attendance Policy:

The seat time mandate for CTE courses in Washington ensures students receive sufficient instructional hours and hands-on training time to master necessary technical skills. Prescribed minimum seat time safeguards the quality of CTE programs by allowing for in-depth classroom learning, adequate lab practice on equipment, and fulfillment of certification requirements. Upholding seat time standards is crucial for preparing a workforce with job-ready expertise meeting industry needs.

Therefore, it is critical that students are present. **Whether excused or unexcused, missed time is missed time.**

1. If a student is tardy, they must complete the QR code in their classroom. It is their responsibility as a student to complete the QR code so their absence can be corrected to a tardy. If they do not complete the QR code, the student will be marked absent.
2. As a professional courtesy, please contact the course instructor via email or Google voice text.
In your message please include:
 - a. Student Name
 - b. Reason for absence
3. Absences may be excused by any of the following methods within 48 hours of the absence:
 - a. Phone call to PSSC Attendance Specialist, Kelsey Gomez (206-631-7353)
 - b. Email to PSSC Attendance Specialist, Kelsey Gomez (kelsey.gomez@highlineschools.org)
 - c. Hand-written note turned into PSSC Attendance Specialist Kelsey Gomez
4. Please include the following information in the note, call or email:
 - a. Student Name
 - b. Parent Name
 - c. Date of the absence
 - d. Reason for the absence
5. Prearranged absence forms are in the office. The form must be completed with all required signatures before departure date. This form will be shared with your home school as well.
6. Reassessment opportunities will be clearly published and determined by the instructor. Not all assignments and assessments are eligible for reassessment.

Student Handbook: [CLICK HERE TO VIEW](#)

Year 2 Eligibility:

All Year 1 PSSC students will have quarterly check-ins with their PSSC teachers, student success dean, counselor, and families to assess performance in their program, needed supports, and progress towards mastery of content and skills necessary for Year 2 programming. All information will be shared with the home school support staff.