

Pilot Course Proposal

Proposed Course Title	MS Visual Communications		
Building	Dimmitt Middle School	Submitted By	Kendall Goodman
Length	3 trimesters	Grade Level(s)	7-8
Subject	CTE		
Prerequisite Courses	None	Corequisites	None
Student Facing Course Description			
<p>Visual Communications is a creative, hands-on class where you learn how design works in the real world. You'll use digital tools to make things like posters, graphics, and visuals that actually have a purpose. You'll try ideas, get feedback, make changes, and explain your choices along the way. If you like being creative, working with tech, or figuring out how visuals communicate messages, this class is for you.</p>			

PLEASE ATTACH THE FOLLOWING:

Description of course content and how this course will meet current needs not being met by other courses. Description must also include the needs assessment data.

- Specifically, what will the student know and be able to do as a result of this course?
Students will understand and apply core principles of visual design, including layout, typography, color, and composition, to create purposeful visual products. They will use a variety of digital tools and the design process to plan, produce, revise, and refine professional-quality graphics based on feedback and real-world needs. Students will analyze audience and client goals and clearly explain and justify their design choices using appropriate design vocabulary.

Upon completion of this course students will be able to meet the following Washington State K-12 Learning Standards:

Educational Technology

- Standard 1: ISTE 1.1.d – Empowered Learner**
Students use digital tools intentionally to create and manage original visual work.
- Standard 2: ISTE 1.6.a – Creative Communicator**
Students choose appropriate digital tools and platforms to communicate ideas effectively.
- Standard 3: ISTE 1.6.b – Creative Communicator**
Students create original works that communicate clearly to a specific audience and purpose.

English Language Arts

- Standard 4: RI.8.7**
Students evaluate how different media formats impact the presentation of information.
- Standard 5: SL.8.4**
Students present ideas and support them with clear reasoning and evidence.
- Standard 6: W.8.2**
Students produce clear informational texts that use visuals to support meaning.

Art, Visual Arts

- Standard 7: VA:Cr1.2.8a**
Students develop ideas and respond to prompts or design challenges.
- Standard 8: VA:Cr2.1.8a**
Students experiment, revise, and refine visual work through the design process.

- **Standard 9:** VA:Cr3.1.8a
Students apply feedback to improve and complete visual work.
- **Standard 10:** VA:Re7.2.8a
Students analyze how visual imagery affects meaning and understanding.
- **Standard 11:** VA:Re8.1.8a
Students interpret and evaluate visual media using design vocabulary.
- **Standard 12:** VA:Cn10.1.8a
Students create visual work that reflects personal, cultural, or community contexts.

Science, Engineering Design

- **Standard 13:** MS-ETS1-1
Students define design problems by identifying criteria and constraints
- **Standard 14:** MS-ETS1-2
Students evaluate competing design solutions using a systematic process.
- **Standard 15:** MS-ETS1-4
Students refine solutions through testing, feedback, and iteration.

What are the assessments that will be used to determine student achievement of the goals of this course? (Attach to this proposal.)

- **Project-Based Assessments** (eg – postcards, posters, logos, simple branding tasks) evaluated using rubrics to assess design principles, creativity, communication effectiveness, technical skills, and response to design challenges.
- **Process & Formative Assessments** (eg – sketches, design plans, peer critiques, checkpoints) to support feedback, reflection, and iterative improvement.
- **Skill Checks & Performance Tasks** (eg – layering, typography, color selection) to assess specific tools and techniques.
- **Reflective Writing and Communication** (eg – explaining design choices, problem-solving strategies, and how feedback influenced revisions) to reinforce vocabulary and assess comprehension.
- **Collaboration & Professionalism** (eg – group projects, critique participation, peer feedback, and digital citizenship) will be assessed using simple behavior and/or teamwork rubrics.

Describe how this course will address:

- **Alignment with Common Core State Standards (CCSS) and/or WA State Essential Academic Learning Requirements (EALRs)**
 - Completion of authentic design challenges, critiques, reflections, and presentations integrates reading, writing, speaking, listening, visual analysis, and digital design through hands-on project-based learning.
- **Integration of technology**
 - Students use digital design tools to create, revise, and present original visual work, focusing on purposeful use of technology as a creative and communication tool.
- **Infusion of diversity/multicultural perspectives**
 - Students analyze and create visual media that reflects diverse voices, cultures, and perspectives, while discussing how design choices can shape representation, identity, and meaning.
- **Integration with other subject areas**
 - Visual communication projects connect to ELA, social studies, science, and marketing by supporting skills such as information design, audience awareness, and clear communication of complex ideas. The skills learned can be applied to projects or presentations of any subject.
- **Provision of appropriate experiences for learners of varying abilities**

- Projects are scaffolded and flexible, allowing students to access content at different levels while offering multiple ways to demonstrate understanding through visual, written, and oral formats.
- **Development of higher level thinking and processing skills**
 - Students engage in higher-level thinking by analyzing visual media, solving design problems, revising work based on feedback, and defending creative decisions using evidence and reasoning.
- **Articulation of scope and sequences across grades K-12. Will this course replace an existing curriculum? If so, which course?**
 - This course will not replace any current curriculum.

Current Scope and Sequence The first trimester is attached on the following pages. Trimesters 2 and 3 are still in development based on collaboration with high school instructions to lead into skills developed more fully. Each trimester will be built around specific topics to be able to offer in any order and across both 7th and 8th grade school years.

- Statement of impact: This course will expand access to creative, career-connected learning by equipping students with visual literacy, design thinking, and communication skills that are increasingly essential across academic disciplines and modern careers. By providing explicit instruction in how visual media is created and interpreted, the course supports student engagement, strengthens cross-curricular communication, and prepares learners to be more thoughtful creators and critical consumers of visual information.
- Instructional materials and cost (include titles, names of publishers and copyright). Software compatible with Chromebooks will be used for early introduction to tools and functionality across various platforms. Additional items will be coordinated with CTE, prioritizing equipment and applications already approved and in use at the middle school level.

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

	<u>Signature</u>	<u>Date</u>
1. Department Head (Secondary) Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>	_____	
2. Principal Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>	_____	
3. District Content Facilitator Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>	_____	
4. Curriculum Director Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>	_____	

Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.

TRIMESTER 1/A SCOPE & SEQUENCE

INTRODUCTION TO DESIGN

Unit Hours: 10	Unit Weeks: 2
<p>Essential Question: How are the elements of design used intentionally to communicate ideas and represent a community?</p> <p>Summative Assessment: School Postcard</p> <p>Students complete a series of mini projects and then combine them as a postcard design that demonstrates understanding of the design process and elements of design.</p> <p>Final submission includes:</p> <ul style="list-style-type: none">• A logo, monogram, and pattern/tile set• Evidence of drafting, critique, and revision• A final postcard designed for a specific audience• Written justification explaining design choices	<p>Big Ideas:</p> <ul style="list-style-type: none">• Design Workflow: Designers follow a process of brief, draft, critique, revision, and presentation to develop effective visual communication.• Elements of Design: Visual elements such as space, color, line, shape, texture, value, and size work together to communicate meaning.• Digital Tools: Designers use Adobe Illustrator tools intentionally to create precise, editable designs.

PERSONAL BRAND KIT

Unit Hours: 15	Unit Weeks: 3
<p>Essential Question: How do designers use visual elements to communicate identity and values to a specific audience?</p> <p>Summative Assessment: Personal Brand Kit</p> <p>Students create a personal brand identity and apply it consistently across multiple design components.</p> <p>The brand kit includes:</p> <ul style="list-style-type: none">• A mood board collage that defines brand direction• An 11×17 brand kit poster with logo, color palette, typography, and brand attributes• A sticker design that applies the brand system• Written explanation of audience and design decisions	<p>Big Ideas:</p> <ul style="list-style-type: none">• Visual Identity Systems: Designers create brand systems using logos, color, typography, and textures to communicate identity.• Consistency and Cohesion: Consistent design choices help audiences recognize and understand a brand.• Audience and Purpose: Design decisions are guided by audience, purpose, and values

CAREER EXPLORATION

Unit Hours: 15	Unit Weeks: 3
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<p>Essential Question: How can visual design be used to communicate information clearly and effectively?</p> <p>Summative Assessment: Career Exploration Infographic</p> <p>Students select a career related to visual communication, conduct research and an industry interview, and create an infographic that clearly communicates key information to classmates.</p> <p>The infographic includes:</p> <ul style="list-style-type: none"> • Career overview and responsibilities • Required skills and tools • Education or training pathways • Insights from an industry interview 	<p>Big Ideas:</p> <ul style="list-style-type: none"> • Career Types and Pathways: Visual communication includes a range of careers with different roles, skills, and education pathways. • Professional Outreach: Designers communicate professionally through outreach and interviews to gather real-world information. • Informational Presentation: Visual design can be used to organize and present information clearly for an audience.
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SOCIAL IMPACT CAMPAIGN

Unit Hours: 20	Unit Weeks: 4
<p>Essential Question: How do designers use visuals to communicate clear messages that influence others?</p> <p>Summative Assessment: Social Impact Campaign Design</p> <p>Students work in small groups to design a visual campaign focused on a school or community issue (e.g., anti-bullying, mental health awareness, sustainability). Students apply the full design process to create production-ready visuals for a defined audience.</p> <p>The campaign includes:</p> <ul style="list-style-type: none"> • A campaign brief identifying audience, goal, and key message • Visual designs: shirt graphic, sticker, and poster • Evidence of drafting, critique, and revision • Production-ready files prepared for publishing or printing • A brief presentation explaining design decisions and process 	<p>Big Ideas:</p> <ul style="list-style-type: none"> • Purposeful Messaging: Visual design can influence attitudes, awareness, and behavior within a community. • Audience and Ethics: Designers make ethical choices when communicating messages to specific audiences. • Applied Design Process: Effective campaigns are developed through research, collaboration, feedback, and revision.