Regional Occupational Program

Digital Graphic Design 2 A-G

2025-2026

COURSE DESCRIPTION

This course combines art fundamentals with the design industry's current technology and builds upon the knowledge and skills acquired in the Digital Graphic Design 1 course. Students will explore how the principles of modeling and texturing, psychology of color, typography, and design elements affect human perception and overall brand communication. Emphasis is placed on visual communication principles and visual aspects of web pages, including page layout, navigation, image creation, and editing. The focus is on finding creative visual solutions to communication problems using industry-recognized software and applications to produce real-world print and digital products.

Course Information:

Course Length:	1 Year
Prerequisite:	Digital Graphic Design 1
Course Level:	Capstone
UC:	Yes G - Elective
Articulated:	No
Industry Cert.:	No
Industry Sector:	Arts, Media, and Entertainment
Pathway:	Design, Visual, and Media Arts
CALPADS:	7212

O*Net SOC Codes:

27-1024	Graphic Designer
27-1014	Special Effects Artists and Animators

Legend:

CTE - PS	CTE Pathway Standards
CRP	Career Ready Practices
CTE - AS	CTE Anchor Standards
CCSS	Common Core State Standards
ISTE	International Society for Technology in Education

Includes updates from the 24/25 Arts, Media and Entertainment Advisory

Advisory Minutes

Digital Graphic Design 2

Course Orientation

a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
c. Review objectives, competencies, and course syllabus.
d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

Big Six: Career Ready Essentials

1. Effective Communication	CTE – PS	CRP	CTE - AS	CCSS	ISTE
a. Demonstrate effective verbal communication and conflict resolution skills. **b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience.** c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to solve problems, accomplish tasks, and to produce or publish products.		1 2 11	2 3 4 5 7 8 9 10 11	**LS** 9-10 11-12.6 **SLS** 11-12.2 9-10 11-12.1 11-12.1d **WS** 11-12.7 11-12.6	1b,c 2c 3b,c 5c 6b,c,d

2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
a. Demonstrate critical thinking skills for a variety of purposes and in different settings. **b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.** c. Discuss the importance of the critical thinking process to real-world applications.		2 4 5 7	2 3 4 5	**LS** 9-10 11- 12.6	1c 3c,d 4a-d 5c,d

d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications. e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts. f. Apply divergent and convergent thinking to the development of an original idea or solution. g. Examine real-world limits to adopting ideas. h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept. i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. j. Evaluate evidence, arguments, claims, and beliefs to identify connections. k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation. l. Produce intellectual, informational, or material products that serve an authentic purpose. m. Work effectively and respectfully with those from diverse backgrounds or cultures. n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.		9 10 11	7 8 9 11	**SLS** 9-10 11-12.1 11-12.1d 11-12.2 **WS** 11-12.7 11-12.6	6c 7b,c,d
3. Leaders and Teams: Roles and Responsibilities	**CTE – PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Determine the individual and team members' roles and responsibilities. **b. Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation).** c. Explain the importance of technical, social, and communication skills to team success. d. Compare and contrast leadership styles and their effectiveness in various situations. e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members. f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative. g. Examine situations in which a follower becomes the leader. h. Describe twenty-first-century skills required across all occupations. i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making). j. Leverage social and cultural differences to increase innovation and quality of work.		7 8 9	3 7 8 9 11	**SLS** 11-12.2 9-10 11-12.1 11-12.1d **WS** 11-12.6	7a,c
4. Legal, Ethical, and Environmental Considerations	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Demonstrate industry specific ethical and legal practices. **b. Identify eco-friendly industry specific practices and resources.** c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations.		5 7 8	3 5 7	**WS** 11-12.6 11-12.7	2a,b 3a,b 5c

d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. e. Summarize the ethical and legal implications of workplace discrimination and harassment. f. Explain the concept of corporate citizenship. g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment. h. Analyze current environmental laws and regulations and their impact on industry. i. Compare and contrast both society's and industry's impact on the environment.		12	8 9 11	**SLS** 9-10 11-12.1 11-12.1d 11-12.2	6c
5. Personal Growth and Career Planning	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Demonstrate continued personal development and growth. **b. Develop and manage a personal growth and career plan.** c. Explain the relationship between sound financial habits and financial security. d. Create and manage a personal financial plan. e. Demonstrate initiative in achieving personal and professional goals. f. Apply time management strategies to meet deadlines. g. Demonstrate a growth mindset through flexibility and a positive attitude. h. Select and demonstrate appropriate job-search and retention techniques. i. Demonstrate strategies to prepare for employment. j. Demonstrate interpersonal skills appropriate for the workplace. k. Elaborate on the importance of perseverance to personal and professional success. l. Discover personal career interests, aptitudes, and skills.		1 2 3 4 6	2 3 4 7 8 11	**LS** 9-10 11-12.6 **SLS** 9-10 11-12.1 11-12.1d 11-12.2 **WS** 11-12.6	1a 3a,c 4d 6a,d 7b
6. Workplace Safety and Personal Wellness	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Demonstrate proper industry specific safe work practices to prevent injury or illness. **b. Assess the potential impact of goal setting on personal and professional success.** c. Describe the role of security and emergency procedures in workplace safety. d. Describe the effect of preventative measures on emergencies in the workplace. e. Identify and describe the causes, prevention, and treatment of common accidents. f. Identify local, state, and federal agencies that regulate workplace safety. g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA). h. Discuss the basics of system operations. i. Demonstrate the proper use of personal protective equipment (PPE). j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS). k. Identify hazardous materials and chemicals. l. Demonstrate proper procedures to respond to work-related accidents and injuries. m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.		2 5 6 8 12	2 5 6 7 8 10 11	**LS** 9-10 11-12.6 **WS** 11-12.7 11-12.6 **SLS** 9-10 11-12.1 11-12.1d	1a,d 2a,d 5b

n. Demonstrate cyber ethics, cyber safety, and cybersecurity. o. Assess the potential impact of preventative physical and mental health measures on workplace safety.					

Digital Graphic Design 2 Units of Instruction

7. Digital and Advertising Design Principles	CTE-PS	CRP	CTE- AS	CCSS	ISTE
a. Demonstrate basic advertising design fundamentals and explain how digital design has impacted today's culture. b. Discuss the ethos, logos, and pathos of persuasion used to convince audiences and how it influences graphic design. c. Explain the principles of persuasion psychology, such as motivation, message organization, and imagery. d. Discuss the importance of designing for persuasion, emotion, and trust, and how to establish credibility through design. e. Explain how emotions influence people's behavior and decision-making, and how emotion is used in design. f. Discuss the design communication process including conceptualizing creative process, terminology, and technology.	A1.1 A1.3 A5.3 A6.1 A7.0	1 2 5 11	1 2 5 11	**LS** 9-10 11-12.6 **WS** 11-12.7	

8. Color Psychology and Composition	CTE - PS	CRP	CTE - AS	CCSS	ISTE
a. Utilize basic color psychology in a design to achieve a desired objective. b. Discuss the role color plays in evoking human emotional responses and how the same color may have very different meanings to different audiences and cultures. c. Discuss how color hue, intensity, contrast, depth, and temperature affect the design 'message' and its impact on the overall effectiveness of the design. d. Compare and contrast compositional symmetrical and asymmetrical balance. e. Identify compositional design principles such as, flow and rhythm, visual weight and visual direction, and dominance, focal points, and hierarchy and discuss their role in digital design. f. Demonstrate how elements such as texture, line, shape, space (negative and positive space), distortion, and depth impact design effectiveness.	A1.0 A1.3 A1.7 A1.8 A2.6 A3.5 A3.6 A4.0	1 2 5 10	1 2 5 11	**LS** 9-10 11-12.6 **WS** 11-12.7	

9. Copywriting, Trademark, and Typography	CTE - PS	CRP	CTE - AS	CCSS	ISTE
a. Select appropriate typography to achieve a desired objective. b. Identify the characteristics of typeface- size, weight, style, etc., and discuss their effect on readability and overall design effectiveness. c. Explain how font choice, letter spacing, line height, alignment and proximity, and readability contribute to powerful design.	A8.4	1 2 5 7 8	1 2 5 7 8	**LS** 9-10 11-12.6 **WS** 11-12.7	

d. Explain the important role copywriting has on effective design for print, web, promotional materials, catalogs, and advertisements. e. Discuss how the elements of effective copywriting- simple, credible, clear-defined purpose, solves a problem, shows respect, and empathy contribute to effective design. f. Research copyright laws and identify copyright violations in a variety of situations.		11	11	**SLS** 9-10 11-12.1 11-12.1d	
10. Perception and Brand Communication	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Describe how human perception, such as vision, memory, and familiarity contribute to brand recognition and brand loyalty. **b. Describe the impact of poor packaging on a brand and corporate identity.** c. Explain why a memorable brand needs to be designed, developed, and nurtured and consolidated over time. d. Identify and discuss the impact of the five basic components of a strategic brand communication plan: audience, message, channels, speakers, and time. e. Explain how the four components of brand communication- audience, message, creative, and media create a bridge between the target audience and the brand. f. Create a visual identity using design thinking that includes imagery, color, style, materials, and textures. g. Design branded packaging for products that meet packaging regulations and guidelines. h. Differentiate between labeling requirements for different types of products. i. Select appropriate materials and production methods for various packaging needs.	A1.2 A1.4 A1.9 A2.2 A2.9 A4.2 A7.0 A8.4	1 2 4 5 10 11	1 2 4 5 11	**LS** 9-10 11-12.6 **WS** 11-12.6 11-12.7	
11. Advanced Logo Design and Illustrations	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Identify logos that are unique, sensible, visually enticing, and deliver the intended message through effective use of design. **b. Create a logo that demonstrates how design elements such as simplicity, proportion and balance, color and tone contribute to effective logo design.** c. Discuss how design elements are used to ensure that the logo created is simple to understand, memorable, enduring, versatile, and appropriate. d. Compare and contrast effective logo design principles, including the role of concept and design, totality, and integration trendy concepts versus trendsetting one, and the controversial concept of 'taste'.	A1.8 A2.6 A2.9 A4.6 A8.2	1 2 5 10 11	1 2 5 11	**LS** 9-10 11-12.6 **WS** 11-12.7	
12. Vector Images	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Use vector graphic design software to re-produce and create original images. b. Describe the advantages and disadvantages of creating and using vector images. c. Export and manage files for various uses (e.g., web content, printer/plotter applications, advertising/promotion, etc.)	A2.1 A2.8 A2.9 A8.2	1 2 4 5	1 2 4 5	**LS** 9-10 11-12.6	

d. Demonstrate proper use of the pen tool, vector brushes and other formatting and editing methods. e. Enlarge vector image without distortion or loss of image quality. f. Simplify elements of a complex image into simple shapes and use color value, size, and contrast to create form and depth. g. Organize and manage their work by using grouping and layer tools. h. Create custom cut-line swatches and paths. i. Export PDF or EPS files with cut-line information needed for the plotter.	A8.3	10 11	11	**WS** 11-12.6 11-12.7	
13. Screen Printing	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. List and demonstrate all steps in the screen reclaiming process. **b. Discuss how screen-printed promotional items can enhance brand and corporate identity.** c. Use graphic design software to prepare a logo for screen printing. d. Create a design with a minimum of three colors and registration marks in four layers. e. Print and align all layers to verify alignment for screen developing. f. Develop screens for printing. g. Install screenings into screen printing press and align design to the platen. h. Install t-shirt on the platen and use ink knife and squeegee to apply color to each screen. i. Use flash curing unit between each color, spot checking design with a temperature gun. j. Experiment with printing on non-fabric surfaces. k. Identify, list, and use all screen printing chemicals and ink correctly.	A2.0 A2.1 A2.7 A2.8	1 2 4 5 10 11	1 2 4 5 11	**LS** 9-10 11-12.6 **WS** 11-12.6 11-12.7	
14. 3D Printing	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Sketch design including dimensions (e.g., size, angle, shapes, etc.) **b. Use 3D model software to create a model of their sketch.** c. Use design thinking to develop a solution to a task, process, or problem. d. Calculate cost of proposed project. e. Export 3D printable file format to a 3D printer. f. Load filament and print 3D object.	A2.0 A2.3 A2.8	1 2 4 5 10 11	1 2 4 5 11	**LS** 9-10 11-12.6 **WS** 11-12.6 11-12.7	
15. Website Design	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Demonstrate design concepts using assorted software to create an effective website layout. **b. Design a user centered website organized into pages, sections, headings, paragraphs, and lists.** **c. Create a menu for navigation of the website.** d. Embed hyperlinks to outside resources. e. Control the appearance of web pages through margins, background, text colors, font type, style, and background images. f. Embed audio and video into web pages.	A2.1 A2.2 A2.5 A2.6 A2.7 A2.8 A2.9 A5.6	1 2 4 5 10 11	1 2 4 5 11	**LS** 9-10 11-12.6 **WS** 11-12.6 11-12.7	

g. Proof website before publishing for working links, content errors, layout inconsistencies, etc.	A8.0 A8.1				
16. Real World Applications	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Estimate the amount and cost of materials required for printing jobs, including labor, paper, ink, etc. **b. Discuss series, sequences, and narrative using print-oriented media.** c. Build an awareness of off-set printing technology such as digital file types, CMYK and Pantone color systems, paper terminology, and binding structures. d. Inventory and order necessary supplies. e. Compile and generate order summary reports. f. Complete simple maintenance on printing equipment.	A8.0 A8.3 A8.6 A8.7	1 2 4 5 11 12	1 2 4 5 11	**LS** 9-10 11-12.6 **WS** 11-12.6 11-12.7	

A-G Approved Key Assignments	
1.	Create images of their own design using vector graphic design software, manage and export files for various uses including web content, printer/plotter applications, advertising/promotion, and more. *Unit(s) 12,* Possible projects include: • Vector portraits • Landscapes • Window Decals
2.	Select or create a company and develop a brand identity that includes logo, brand graphics, colors, fonts, and images that consistently demonstrate the marketing strategy across an assortment of marketing and promotional pieces. Student projects and creative work will be shared in myriad ways- critiques, gallery walks, whole class presentations, and peer review. *Unit(s) 7, 8, 9, 10, 11* Possible Projects include: • Defining my brand • My Brand Logo • Corporate identity • Packaging
3.	Use design software to design a two to four color t-shirt design appropriate for the screen printing process that reinforces the previously developed branding strategy. Use screen printing press to produce a final product that will be presented to the class through critiques, gallery walks, whole class presentations, and peer review. *Unit(s): 8, 9, 10, 11, 13*
4.	Identify and develop a solution to a task, process, or problem that can be solved through the use of 3D printed objects. Design the solution including sketches, 3D model, to production of the final product that will be presented to the class through critiques, gallery walks, whole class presentations, and peer review. *Unit(s): 14*
5.	Create a visually pleasing branded website portfolio showcasing their best work. The website will include a home page, about me page, contact page, résumé page, and a minimum of two content pages for graphic design projects. The website will include multiple media formats audio, video, and images. The published website will be considered as part or as the final exam/project. *Unit(s): 8, 9, 10, 11, 15*
6.	Manage all aspects of printshop operation examples of tasks to be completed are receive work orders, design products, communicate with clients, generate invoices, supply inventory and ordering, equipment maintenance, packaging, and deliveries. Unit(s) 7, 8, 9, 10, 11, 12, 16

Standards Alignment

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

CTE Anchor Standards—Common Core English Language Arts Alignment

Anchor Standard 1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

Anchor Standard 2: Communications

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

Anchor Standard 3: Career Planning and Management

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

Anchor Standard 4: Technology

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Anchor Standard 5: Problem Solving and Critical Thinking

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow, or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

Anchor Standard 6: Health and Safety

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

Anchor Standard 7: Responsibility and Flexibility

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

Anchor Standard 8: Ethics and Legal Responsibilities

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-2.1d

Anchor Standard 9: Leadership and Teamwork

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

Anchor Standard 10: Technical Knowledge and Skills

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

Anchor Standard 11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

CTE Model Curriculum Standards—Industry Sectors and Pathways

Arts, Media, and Entertainment

C. Design, Visual, and Media Arts Pathway

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.

A1.2 Identify and use 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.

A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.

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.

A1.8 Compare how distortion is used in a variety of media to modify the message being communicated.

A1.9 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

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 artistic product.

A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem.

A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

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.

A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.

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.

A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.

A4.2 Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).

A4.6 Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.

A5.3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.

A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.

A6.1 Evaluate the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.

A8.2 Use technology to create a variety of audio, visual, written, and electronic products, and presentations.

A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).

A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.

A8.6 Analyze and assess technical support options related to various media and design arts.

A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

ISTE Standards for Students

1. Empowered Learner- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

b) Students build networks and customize their learning environments in ways that support the learning process.

c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways

d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3.Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

4. Innovative Designer- Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.

a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

c) Students develop, test, and refine prototypes as part of a cyclical design process.

d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

5. Computational Thinker- Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.

b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator- Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.

a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b) Students create original works or responsibly repurpose or remix digital resources into new creations.

c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

d) Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.