

Graphic Design 2

Grades 9-12

Units of Credit: One Semester (Elective)

Prerequisites: Graphic Design 1

Course Description:

Graphic Design 2 students will continue expanding their knowledge of digital design using programs such as Photoshop, Illustrator, and InDesign. Projects will focus on real-world applications. Students will create community projects when applicable. Other projects will enhance student understanding of a career in graphic design. Course topics include elements and principles of layout and design as well as developing an understanding of commercial design. Students will maintain a digital portfolio of their work.

Topics:

- Windows 7/File Management
- Ethics/Online Safety – My Digital Responsibility
- Photo Editing
 - Example Projects:
 - Book Cover Designs
 - CD labels/Covers
 - Triptychs
 - Graphic Novels
- Photo Illustrations
 - Example Projects:
 - Logos
 - Vector Projects
- Page Layout and Design
 - Example Projects:
 - Publication (i.e., magazine or newsletter)
- Other Real-World Projects

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

STANDARD 1: Students experience various career opportunities and assess personal career pathways.

Benchmark 1:

Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.

Learning Targets (Type):

1. I can use Montana Career Information Systems (MCIS) and/or other systems or web resources to investigate and evaluate my personal interests, aptitudes and abilities. (*S,R*)
2. I can formulate tentative career goals. (*R*)

3. I can evaluate approaches for meeting my goals. (*R*)
4. I can identify my personal goals and values. (*K*)
5. I can identify my personal strengths and weaknesses. (*K*)

Benchmark 2:

Utilize local resources to research career plans.

Learning Targets (Type):

1. I can identify local resources to develop career plans. (*K*)
2. I can contact my school career counselor or teacher to pursue career pathways. (*S*)

Benchmark 3:

Recognize the interrelationships of family, community, career, and leisure roles.

Learning Targets (Type):

1. I can describe the importance of balance between family and community in regards to career and leisure activities. (*K*)
2. I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. (*R*)
3. I can identify child development theories and their implications for educational and childcare practices. (*K,R*)
4. I can analyze cultural and environmental influences when assessing children's development. (*R*)
5. I can analyze abilities and needs of children and their effects on children's growth and development. (*R*)
6. I can identify appropriate guidelines for positive interactions with children. (*K*)
7. I can identify changes in family roles and family types. (*K*)
8. I can interpret the family life cycle/roles of parents. (*R*)
9. I can define and identify ways parenting skills can be developed. (*K*)
10. I can evaluate factors to consider in determining personal preparedness for parenthood (i.e., biological, social, emotional, financial, and educational). (*R*)
11. I can evaluate the demands and rewards of parenting. (*R*)

STANDARD 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management) .

Benchmark 1:

Prepare a budget and keep financial records.

Learning Targets (Type):

1. I can research and report cost of materials and time. (*S*)
2. I can document financial inputs and outputs. (*S*)
3. I can identify the necessity to maintain accurate financial records. (*K*)
4. I can apply and stay within a fixed budget. (*S*)
5. I can identify the costs involved with prenatal care, childbirth, and the first year of life. (*K*)

Benchmark 2:

Prioritize, allocate time, prepare and follow schedules to complete a project.

Learning Targets (Type):

1. I can estimate the required time to complete a project. (*S*)
2. I can prioritize resources, equipment and tasks. (*S*)
3. I can reflect upon completion. (*S*)

Benchmark 3:

Apply appropriate time to task.

Learning Targets (Type):

1. I can implement a time schedule for task completion. (S)

Benchmark 4:

Use physical resources wisely to accomplish a goal.

Learning Targets (Type):

1. I can identify the resources necessary to accomplish the task. (K)
2. I can maintain the tools of the trade. (S)
3. I can maximize the use of my resources. (S)
4. I can investigate the costs of birth defects to family and society. (S)

STANDARD 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.

Benchmark 1:

Demonstrate active leadership skills by participation in group activities and projects.

Learning Targets (Type):

1. I can investigate various leadership styles. (S)
2. I can apply leadership styles in group activities and projects. (S)

Benchmark 2:

Demonstrate positive personal and work ethics.

Learning Targets (Type):

1. I can arrive on time for class and work. (S)
2. I can develop personal and work related goals. (S)
3. I can describe ethical behavior in the workplace. (K)

Benchmark 3:

Demonstrate skills to be a productive citizen.

Learning Targets (Type):

1. I can develop professional relationships with community members. (S)
2. I can contribute to my community in a positive manner. (S)

Benchmark 4:

Apply self-esteem building practices.

Learning Targets (Type):

1. I can define and provide evidence of my strengths in my career interest areas. (K)
2. I can persevere through set backs and stay focused on my goals. (S)

Benchmark 5:

Demonstrate appreciation for diverse perspective needs and characteristics.

Learning Targets (Type):

1. I can develop a working relationship with diverse populations. (S)
2. I can demonstrate communication skills that contribute to positive relationships. (S)
3. I can work to understand diverse points of view. (S)
4. I can participate in classroom discussions while respecting diverse opinions. (S,R)

Benchmark 6:

Practice several methods of effective communication.

Learning Targets (Type):

1. I can demonstrate good listening skills. (S)
2. I can effectively communicate verbally through collaborative projects. (S)
3. I can develop quality written professional communications. (S)
4. I can model and demonstrate appropriate communication skills. (S)

STANDARD 4: Students acquire and demonstrate current technical skills leading to an occupation.

Benchmark 1:

Practice technical skills and procedures required for an occupation.

Learning Targets (Type):

1. I can apply knowledge of hardware and software appropriately to accomplish tasks. (K,R,S)
2. I can demonstrate the ability to efficiently navigate the network and operating system. (K,R,S)
3. I can demonstrate the ability to manage files and navigate the network. (K,R,S)
4. I can compose, organize, and edit information using a computer. (K,R,S)
5. I can create, modify, store, retrieve, scan, and print files. (K,R,S)
6. I can proofread and edit files for accuracy, content, appearance and/or creativity, and for correct grammar, spelling, and punctuation. (K)

Benchmark 2:

Practice safe and appropriate use of technology.

Learning Targets (Type):

1. I can identify the appropriate resource needed to accomplish my goals. (K,R)
2. I can select and utilize the appropriate equipment required to complete a task. (K,R,S,P)
3. I can identify dangerous situations and keep myself safe in online environments. (K,R)
4. I can comply with copyright laws regarding the use of technology including citing references appropriately. (K,R,S)

Benchmark 3:

Select the appropriate tools, equipment, and procedures for the task.

Learning Targets (Type):

1. I can identify and apply principles and techniques of publication design. (K,R,S)
2. I can use resources including the Internet efficiently and effectively for research and electronic communications. (K,R)
3. I can analyze current technological events and/or issues. (K,R)
4. I can analyze the impact of desktop publishing on society, including concepts related to persuasiveness, marketing, and point of view. (K,R)
5. I can demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and Intranet. (K,R,S)

Benchmark 4:

Manage and maintain technological tools and follow troubleshooting protocol.

Learning Targets (Type):

1. I can use and enhance an established repertoire of skills and procedures as needed to operate various technologies. (K,R,S)
2. I can demonstrate competence with advanced system and tool set-up, technical terminology, basic care and maintenance. (K,R,S,P)
3. I can use and refine troubleshooting strategies to resolve technical operations problems. (K,R)

4. I can apply sophisticated skills and strategies to enhance performance and ease task completions. *(K,R)*
5. I can integrate technology in designing, developing, presenting, and managing project. *(K,R,S,P)*
6. I can analyze and evaluate a variety of technologies and match the best technology to a task. *(K,R,S,P)*
7. I can create a portfolio of original work using various technologies. *(K,R,S,P)*
8. I can apply and evaluate personal understanding to develop an innovative solution to an authentic problem. *(K,R,S,P)*
9. I can transfer academic and technical skills to the level of industry standards. *(K,R,S,P)*

Benchmark 5:

Apply technical information to a variety of sources.

Learning Targets (Type):

1. I can practice and demonstrate my technical workplace skills in my school lab. *(K,R,S)*
2. I can research, write, and present on the technical content utilizing academic skills found in workplace settings. *(K,R,S)*
3. I can manage pages in layout and design software. *(K,R,S)*
4. I can set text frame columns and threaded text frames. *(K,R,S)*
5. I can set vertical justification and first baseline posting. *(K,R,S)*
6. I can fit graphics to a frame. *(K,R,S)*
7. I can format, find, and change object formatting. *(K,R,S)*
8. I can create polygons and star bursts using page layout and design software. *(K,R,S)*
9. I can transform objects in page layout and design software. *(K,R,S)*
10. I can manipulate the tools in photo editing, illustration, and page layout software to create visually pleasing designs. *(K,R,S,P)*
11. I can discriminate between a visually pleasing design and a discordant one. *(K,R,S)*
12. I can evaluate my own work and critique the work of others to improve the quality of my design work. *(K,R,S,P)*
13. I can differentiate between an effective communication message and an ineffective one. *(K,R)*
14. I can support and defend my design using my knowledge of the elements and principles of design. *(K,R,S,P)*
15. I can apply paragraph formatting in page layout and design software. *(K,R,S)*

STANDARD 5: Students know and demonstrate the requirements of the workplace through authentic application.

Benchmark 1:

Practice and demonstrate academic and technical skills to a workplace setting.

Learning Targets (Type):

1. I can practice, and demonstrate my technical workplace skills in my school lab. *(S)*
2. I can research, write and present on the technical content utilizing academic skills found in workplace settings. *(S)*

Benchmark 2:

Apply the concepts of entrepreneurship.

Learning Targets (Type):

1. I can explain the concepts of entrepreneurship. (*K*)
2. I can demonstrate the concepts of entrepreneurship through a unique project. (*S*)
3. I can present my unique project to an authentic audience. (*S*)

Benchmark 3:

Identify possible outcomes and consequences of decisions.

Learning Targets (Type):

1. I can identify possible consequences of carelessness and horseplay. (*K*)
2. I can explain potential outcomes of not following directions, (i.e. safety, guidelines, rubrics). (*K*)

Benchmark 4:

Use acceptable industry standard equipment in a school setting.

Learning Targets (Type):

1. I can successfully use acceptable industry standard equipment to produce an authentic product within budget constraints. (*S*)