

GRAPHIC DESIGN STANDARDS



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Office of Career, Technical, and Adult Education
Nevada Department of Education
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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Graphic Design program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

The Graphic Design Standards Writing Team determined that any statewide skill standards for Graphic Design programs must also prepare students for nationally-recognized certifications in industry software. Many resources were considered and evaluated including Adobe Certified Associate certification content. The standards were industry validated through the coordination of industry representatives and the Office of Career, Technical, and Adult Education at the Nevada Department of Education.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and Math Common Core State Standards and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Graphic Design program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

CONTENT STANDARD 1.0 : DEMONSTRATE KNOWLEDGE OF THE GRAPHICS INDUSTRY

PERFORMANCE STANDARD 1.1 : DEMONSTRATE KNOWLEDGE OF THE HISTORY OF THE GRAPHIC DESIGN FIELD

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|----------------------------------|--|
| 1.1.1
1.1.2
1.1.3
1.1.4 | Research technologies that advanced graphic design
Describe past, present, and future styles in the graphic design field
Identify art movements that impacted graphic design
Describe the importance of graphic design’s influence on society |
|----------------------------------|--|

PERFORMANCE STANDARD 1.2 : COMMUNICATE IDEAS USING APPROPRIATE INDUSTRY TERMINOLOGY

- | | |
|----------------|---|
| 1.2.1
1.2.2 | Formulate written and verbal communications using industry standard terms
Prepare and deliver a visual presentation utilizing appropriate industry terminology |
|----------------|---|

CONTENT STANDARD 2.0 : APPLY ELEMENTS AND PRINCIPLES OF DESIGN TO COMMUNICATE VISUALLY

PERFORMANCE STANDARD 2.1 : IDENTIFY AND APPLY THE ELEMENTS OF DESIGN

- 2.1.1 Identify the applications of color, line, shape, texture, size, and value in samples of graphic work
- 2.1.2 Analyze the use of color, line, shape, texture, size, and value in samples of graphic work
- 2.1.3 Incorporate color, line, shape, texture, size, and value in student-generated graphic work
- 2.1.4 Demonstrate the elements of design through manual sketching
- 2.1.5 Demonstrate the elements of design through digital sketching

PERFORMANCE STANDARD 2.2 : IDENTIFY AND APPLY THE PRINCIPLES OF DESIGN

- 2.2.1 Analyze the principles of balance, contrast, alignment, rhythm, repetition, movement, harmony, emphasis, and unity in samples of graphic works.
- 2.2.2 Incorporate principles of balance, contrast, alignment, rhythm, repetition, movement, harmony, emphasis, and unity in student-generated graphic works.
- 2.2.3 Demonstrate the principles of design through various drawing techniques.

PERFORMANCE STANDARD 2.3 : IDENTIFY AND APPLY THE PRINCIPLES OF TYPOGRAPHY

- 2.3.1 Identify the anatomical components and qualities of type (i.e., x-height, ascenders, descenders, counters, etc.)
- 2.3.2 Apply and adjust formatting to type
- 2.3.3 Construct graphic works utilizing and manipulating type

PERFORMANCE STANDARD 2.4 : APPLY PRINCIPLES AND ELEMENTS OF DESIGN TO LAYOUT

- 2.4.1 Apply effective use of negative space, composition, message structure, graphics, etc., to graphic works
- 2.4.2 Create graphic works utilizing grids
- 2.4.3 Create graphic works utilizing templates
- 2.4.4 Demonstrate layout skills for print collaterals (i.e., business cards, newspapers, packaging, etc.)
- 2.4.5 Demonstrate layout skills for digital media
- 2.4.6 Explain the importance of consistency of design
- 2.4.7 Explain the importance of usability
- 2.4.8 Explain the importance of core messaging
- 2.4.9 Apply measurement tools and ratio analysis to image positioning in graphic works
- 2.4.10 Solve aspect ratio proportion measurement in video and animation development

CONTENT STANDARD 3.0 : DEMONSTRATE KNOWLEDGE OF THE KEY ASPECTS OF PRODUCTION USING INDUSTRY STANDARD SOFTWARE

PERFORMANCE STANDARD 3.1 : DEMONSTRATE KNOWLEDGE OF CONCEPT DEVELOPMENT

- 3.1.1 Generate project ideas through the use of thumbnails, roughs, mock-ups, wireframes, etc.
- 3.1.2 Create a storyboard for a project

PERFORMANCE STANDARD 3.2 : DEMONSTRATE KNOWLEDGE OF IMAGE CREATION AND MANIPULATION

- 3.2.1 Analyze differences and appropriate applications of vector-based and bitmap images
- 3.2.2 Use a variety of input devices to import photos, images, and other content
- 3.2.3 Incorporate the use of image manipulation and illustration software into final products
- 3.2.4 Apply nondestructive image editing techniques such as layering and masking
- 3.2.5 Practice using different selection tools and techniques to manipulate images
- 3.2.6 Practice in-camera composition and cropping

PERFORMANCE STANDARD 3.3 : DEMONSTRATE APPLICATIONS OF MEDIA OUTPUTS

- 3.3.1 Use appropriate resolution, compression, and file formats for various media outputs including web, video, and print
- 3.3.2 Incorporate appropriate color modes in graphic works including but not limited to RGB and CMYK

PERFORMANCE STANDARD 3.4 : DEMONSTRATE KNOWLEDGE OF THE GRAPHIC DESIGN WORKFLOW TO INCREASE SUCCESS AND PRODUCTIVITY

- 3.4.1 Develop a workflow for a project
- 3.4.2 Synthesize information collected from communications with various stakeholders
- 3.4.3 Describe project management
- 3.4.4 Create projects that define core message

PERFORMANCE STANDARD 3.5 : IDENTIFY AND APPLY THE DESIGN PROCESS

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| 3.5.1 | Explain the design process |
| 3.5.2 | Apply the design process to generate graphic works |

PERFORMANCE STANDARD 3.6 : DEMONSTRATE KNOWLEDGE OF BRANDING AND CORPORATE IDENTITY

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|-------|---|
| 3.6.1 | Analyze branding and corporate identity, its purpose and constituents |
| 3.6.2 | Create a visual that contains all the richness of the brand |

CONTENT STANDARD 4.0 : DEMONSTRATE KNOWLEDGE OF ETHICAL AND LEGAL ISSUES RELATED TO GRAPHIC DESIGN

PERFORMANCE STANDARD 4.1 : DEMONSTRATE KNOWLEDGE OF COPYRIGHT AND INTELLECTUAL PROPERTY LAW

- 4.1.1 Research laws governing copyright, intellectual property (including font usage, photography, illustration, audio and video rights), and software licensing
- 4.1.2 Research laws governing brand issues, trademark, and other proprietary rights
- 4.1.3 Discuss consequences of violating copyright, privacy, and data security laws
- 4.1.4 Define and debate fair use including authorships, rights of use for work and likeness, and credit lines
- 4.1.5 Model fair use in production of graphic works

PERFORMANCE STANDARD 4.2 : DEMONSTRATE ETHICAL BEHAVIOR AS IT RELATES TO THE INDUSTRY

- 4.2.1 Research and discuss censorship as it applies to the graphic design industry
- 4.2.2 Research the purpose of non-disclosure agreements (NDA)
- 4.2.3 Incorporate cultural sensitivity and diversity awareness into the design process
- 4.2.4 Debate legal versus ethical behaviors
- 4.2.5 Incorporate ethical behaviors in graphic projects

CONTENT STANDARD 5.0 : CREATE AND MAINTAIN A PERSONAL PORTFOLIO**PERFORMANCE STANDARD 5.1 : CREATE AND MAINTAIN A PERSONAL PORTFOLIO**

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|-------|--|
| 5.1.1 | Research and compare the various types of personal portfolios |
| 5.1.2 | Develop graphics portfolios that include traditional and digital works |
| 5.1.3 | Recognize that portfolios are dynamic and require maintenance |

PERFORMANCE STANDARD 5.2 : DEMONSTRATE THE PROCESS OF EVALUATING PORTFOLIOS

- | | |
|-------|--|
| 5.2.1 | Conduct peer and self evaluations using rubrics |
| 5.2.2 | Understand the elements of the critique process, including a respect for peer work and the ability to give and receive dispassionate criticism |

**CROSSWALK AND ALIGNMENTS OF
GRAPHIC DESIGN STANDARDS
AND THE COMMON CORE STATE STANDARDS
AND THE NEVADA SCIENCE STANDARDS**

CROSSWALK

The crosswalk of the Graphic Design Standards shows links to the Common Core State Standards and identifies the performance indicators in which the learning objectives in the Graphic Design program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Math Common Core State Standards and Nevada State Science Standards.

ALIGNMENTS

In addition to correlation with the Common Core Math Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Graphic Design Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Graphic Design program support academic learning.

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**CROSSWALK OF GRAPHIC DESIGN STANDARDS
AND THE COMMON CORE STATE STANDARDS**

CONTENT STANDARD 1.0: DEMONSTRATE KNOWLEDGE OF THE GRAPHICS INDUSTRY

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.1	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST. 11-12.7 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the 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.</p> <p>English Language Arts: Reading Standards for Informational Text RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, idea, or events interact and develop over the course of the text</p>
1.1.2	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST. 11-12.7 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the 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.</p> <p>English Language Arts: Language Standards L.11-12. 6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>English Language Arts: Reading Standards for Informational Text RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, idea, or events interact and develop over the course of the text.</p>
1.1.3	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST. 11-12.7 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the 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.</p> <p>English Language Arts: Language Standards L.11-12. 6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

1.1.4	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.7 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the 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.</p>
1.2.1	<p>English Language Arts: Language Standards</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.4c Consult general and specialized reference materials both print and digital, to find the pronunciation of word</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts.</p> <p>WHST.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>WHST.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).</p> <p>Continue on next page.....</p>

<p>1.2.1</p>	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5 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 ad audience.</p> <p>WHST.11-12.6 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.</p> <p>WHST. 11-12.7 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the 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.</p>
<p>1.2.2</p>	<p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations).</p> <p>English Language Arts: Language Standards</p> <p>L.11-12. 6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

CONTENT STANDARD 2.0: APPLY ELEMENTS AND PRINCIPLES OF DESIGN TO COMMUNICATE VISUALLY

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.1.1	<p>English Language Arts: Reading Standards for Informational Text RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
2.1.4	<p>English Language Arts: Speaking and Listening Standards SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
2.2.1	<p>English Language Arts: Reading Standards for Informational Text RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>English Language Arts: Language Standards L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
2.2.2	<p>English Language Arts: Language Standards L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
2.3.1	<p>English Language Arts: Language Standards L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
2.4.4	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 Follow precisely a complex Multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
2.4.6	<p>English Language Arts: Language Standards L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
2.4.7	<p>English Language Arts: Language Standards L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
2.4.8	<p>English Language Arts: Language Standards L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

<p>2.4.9</p>	<p>Math: Geometry - Modeling with Geometry G-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</p>
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CONTENT STANDARD 3.0: DEMONSTRATE KNOWLEDGE OF THE KEY ASPECTS OF PRODUCTION USING INDUSTRY STANDARD SOFTWARE

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.1.1	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic.</p>
3.1.2	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WSHT.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>
3.2.1	<p>English Language Arts: Reading Standards for Informational Text RI 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflections, and research.</p>
3.2.2	<p>English Language Arts: Speaking and Listening Standards SL.11-12. 5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
3.2.4	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 Follow precisely a complex Multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
3.4.1	<p>English Language Arts: Language Standards L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>Continue on next page.....</p>

<p>3.4.1</p>	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WSHT.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.6 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.</p>
<p>3.4.2</p>	<p>English Language Arts: Speaking and Listening Standards SL.11-12.2 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.</p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>English Language Arts: Reading Standards for Informational Text RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<p>3.4.3</p>	<p>English Language Arts: Language Standards L.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>
<p>3.5.2</p>	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.6 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.</p>
<p>3.6.1</p>	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.6 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.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.2 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.</p> <p>Continue on next page.....</p>

3.6.1	<p>English Language Arts: Language Standards L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5b Analyze nuances in the meaning of words with similar denotations.</p> <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information present in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
3.6.2	<p>English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>English Language Arts: Language Standards L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5b Analyze nuances in the meaning of words with similar denotations.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.6 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.</p>

CONTENT STANDARD 4.0: DEMONSTRATE KNOWLEDGE OF ETHICAL AND LEGAL ISSUES RELATED TO GRAPHIC DESIGN

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.1	<p>English Language Arts: Language Standards L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>English Language Arts: Reading Standards for Informational Text RI.11-12.1 Cite strong and to rough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>RI.11-12.10 By the end of the grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST. 11-12.7 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the 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.</p>
4.1.2	<p>English Language Arts: Language Standards L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>English Language Arts: Reading Standards for Informational Text RI.11-12.1 Cite strong and to rough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>RI.11-12.10 By the end of the grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

4.1.3	<p>English Language Arts: Language Standards L.11-12.1 Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful well-reasoned exchange of ideas.</p> <p>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
4.1.4	<p>English Language Arts: Language Standards L.11-12.1 Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.9 Draw evidence from informational texts to support analysis, reflections, and research</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful well-reasoned exchange of ideas.</p> <p>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
4.2.1	<p>English Language Arts: Language Standards L.11-12.1 Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking.</p> <p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>English Language Arts: Reading Standards for Informational Text RI.11-12.1 Cite strong and to rough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.10 By the end of the grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful well-reasoned exchange of ideas.</p> <p>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>Continue on next page.....</p>

<p>4.2.1</p>	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST. 11-12.7 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the 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.</p>
<p>4.2.2</p>	<p>English Language Arts: Reading Standards for Informational Text</p> <p>RI.11-12.1 Cite strong and to rough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>RI.11-12.10 By the end of the grade 11, read and comprehend literary nonfiction in the grades 11 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>4.2.3</p>	<p>English Language Arts: Language Standards</p> <p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p>
<p>4.2.4</p>	<p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful well-reasoned exchange of ideas.</p> <p>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12. 2a Introduce a topic: organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12. 2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>WHST.11-12. 2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts.</p> <p>WHST.11-12. 2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>WHST.11-12. 2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflections, and research.</p>

CONTENT STANDARD 5.0: CREATE AND MAINTAIN A PERSONAL PORTFOLIO

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.1	<p data-bbox="310 342 867 369">English Language Arts: Reading for Information</p> <p data-bbox="310 373 1414 457">RI.11-12.1 Cite strong and to rough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p data-bbox="310 478 1450 556">RI.11-12.10 By the end of the grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

**ALIGNMENT OF GRAPHIC DESIGN STANDARDS
AND THE COMMON CORE MATHEMATICAL PRACTICES**

In addition to correlation with the Common Core Math Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Graphic Design Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Graphic Design program support academic learning.

Common Core Mathematical Practices	Graphic Design Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	1.1.3, 1.1.4
4. Model with mathematics.	2.1.3, 2.1.4, 2.2.3, 2.3.3, 2.4.4
5. Use appropriate tools strategically.	2.1.4, 2.3.3
6. Attend to precision.	2.3.1, 2.3.2
7. Look for and make use of structure.	2.1.2, 2.1.2, 2.2.1, 2.2.2
8. Look for and express regularity in repeated reasoning.	