# Scope & Sequence

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| Course Name: Graphic Design and Illustration II **TSDS PEIMS Code:** 13008900 | | | **Course Credit:** 1.0  **Course Requirements:** Recommended for Grades 10-12.  **Prerequisite:** Graphic Design and Illustration I.  **Recommended Corequisite:** Graphic Design and Illustration II Lab. |
| **Course Description:** Within this context, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  7,875 Minutes  131.25 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.108. (c) Knowledge and skills.** | |
| **Unit 1: Professional Standards and Employability Skills**  Students will begin the course by learning and/or reviewing and discussing professional standards and employability skills, effective critical thinking and problem solving strategies, interpersonal skills, positive work behaviors and appropriate work habits, and time-management skills. Students will further develop and demonstrate these skills and attributes throughout the course. In small groups and/or in other classroom activities, students will use appropriate technology to research and discuss career portfolios, entrepreneurship, training, education, or certification opportunities, and technical skills they predict will be necessary for a successful career in graphic design. Students will also review and discuss how to best learn and/or implement planning and time-management skills to complete course and occupational tasks. As a culminating activity for the unit, students will review, compare, and discuss exemplary examples of career portfolios, resumes, and cover letters, and create a task completion and time management plan for the course culminating requirements. | 15 periods  675 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in training, education, or certification for employment;  (B) demonstrate positive work behaviors and personal qualities needed to be employable;  (C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills;  (D) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples; and  (E) demonstrate skills in evaluating and comparing employment opportunities.  (3) The student understands and employs problem-solving methods. The student is expected to:  (A) employ critical-thinking skills independently and in groups; and  (B) employ interpersonal skills in groups to solve problems.  (8) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks. | |
| **Unit 2: Ethical Conduct and Critical-Thinking Skills**  Students will explore, identify, and explain ethical decision making and laws regarding use of technology in art and design, including application of copyright laws, respect for intellectual property, and proper etiquette and knowledge of acceptable use policies. Students will also research and identify the impact of the advertising and visual communication design industry on society, and discuss their findings in small groups, brief presentations, and/or in other classroom activities. Students will demonstrate their understanding of business and personal ethics and ethical responsibilities in classroom assignments, activities, and/or ethical decision-making scenarios/occupational tasks. | 25 periods  1,125 minutes | (3) The student understands and employs problem-solving methods. The student is expected to:  (A) employ critical-thinking skills independently and in groups.  (7) The student applies ethical decision making and complies with laws regarding use of technology in art and design. The student is expected to:  (A) exhibit ethical conduct;  (B) apply copyright laws;  (C) model respect for intellectual property;  (D) demonstrate proper etiquette and knowledge of acceptable use policies; and  (E) identify the impact of the advertising and visual communication design industry on society. | |
| **Unit 3: Academic and Technical Skills**  Students will explore, discuss, and demonstrate mathematics and language arts knowledge as well as technical skills required for a successful career in graphic design. Students will be given multiple opportunities to learn, demonstrate and apply relevant technical and academic skills in-context as they demonstrate occupational tasks, participate in course activities, and complete their assignments. In this unit, students will use appropriate technology to research, evaluate, and compare art and design career opportunities and qualifications, and demonstrate/apply appropriate academic and technical skills to effectively present their findings using appropriate technology applications. Students will use and apply mathematical knowledge and skills for further evaluation and comparison of employment opportunities after presentations. Students will also discuss and share progress toward career portfolio, cover letter, and resume task completion, and modify time management strategies if or as needed. | 25 periods  1,125 minutes | (2) The student applies academic knowledge and skills in art and design projects. The student is expected to:  (A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and  (B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations.  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in training, education, or certification for employment;  (C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills;  (D) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples; and  (E) demonstrate skills in evaluating and comparing employment opportunities. | |
| **Unit 4: Art and Design Project**  Students will use appropriate technology and/or assigned materials to research the history and evolution of design systems and related fields. After their research is completed, students will apply English language arts knowledge and skills to write and complete a research project presentation with the correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology. Student projects will analyze and summarize the history of and evolution of related fields. | 30 periods  1,350 minutes | (2) The student applies academic knowledge and skills in art and design projects. The student is expected to:  (A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents.  (4) The student applies knowledge of design systems. The student is expected to analyze and summarize the history and evolution of related fields. | |
| **Unit 5: Leadership Skills and Cyber Safety**  Students will use appropriate technology and/or assigned materials to learn and/or review relevant cyber safety procedures. Students will also learn and/or review parliamentary procedure, and conduct and participate in a class meeting regarding how to employ teamwork and conflict-management skills, leadership skills, as well as how to employ and monitor appropriate cyber security measures. Students will then appropriately use interpersonal skills to work together in teams/small groups to learn, observe, explain, and demonstrate relevant safety procedures and personal precautions. Students will employ constructive mentoring and leadership skills as/when appropriate. | 15 periods  675 minutes | (3) The student understands and employs problem-solving methods. The student is expected to:  (B) employ interpersonal skills in groups to solve problems.  (5) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.  (6) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:  (A) employ leadership skills;  (B) employ teamwork and conflict-management skills;  (C) conduct and participate in meetings; and  (D) employ mentoring skills. | |
| **Unit 6: Understanding and Critiquing Artistic Design**  Students will use appropriate technology, examples, and/or assigned materials to learn and/or review how to appropriately participate in oral or written critiques of designs. Students will also learn and/or review how to interpret, evaluate, and justify design decisions, how to apply a critical method of evaluation, and how to identify and apply art elements and principles to designs and illustrations. In small groups and/or in other classroom activities, students will then work together to practice and demonstrate effective and appropriate oral and written critiques. Students will demonstrate an advanced understanding of graphic design as they identify and apply art elements and principles to designs and illustrations in classroom activities and assignments. | 35 periods  1,575 minutes | (9) The student develops an advanced understanding of graphic design and illustration. The student is expected to:  (A) interpret, evaluate, and justify design decisions;  (B) participate in oral or written critiques of designs by applying a critical method of evaluation; and  (C) identify and apply art elements and principles to designs and illustrations. | |
| **Unit 7: Portfolio Presentations and Course Culminating Activities**  Students will use organized and professional communications strategies to present career portfolios, resumes, cover letters, and applications in formal and informal presentations. Students will employ appropriate interpersonal skills as they provide each other with constructive feedback and observations. Students will also participate in mock interviews both as job applicants and as potential graphic design industry employers, as well as create and/or participate in various scenarios that demonstrate skills related to seeking and applying for employment, appropriate workplace conduct, and personal application of workplace ethics. As part of these mock interviews and potential workplace scenarios, students will demonstrate appropriate critical-thinking as well as interpersonal skills. | 30 periods  1,350 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in training, education, or certification for employment;  (B) demonstrate positive work behaviors and personal qualities needed to be employable;  (C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills;  (D) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples; and  (E) demonstrate skills in evaluating and comparing employment opportunities.  (3) The student understands and employs problem-solving methods. The student is expected to:  (A) employ critical-thinking skills independently and in groups; and  (B) employ interpersonal skills in groups to solve problems.  (7) The student applies ethical decision making and complies with laws regarding use of technology in art and design. The student is expected to:  (A) exhibit ethical conduct. | |