Graphic Design Standards

Vision

All Nevada students are equipped and feel empowered to attain their vision of success

Mission

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence

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Acknowledgements

The development of Nevada career and technical education (CTE) standards and assessments is a collaborative effort sponsored by the Nevada Department of Education (NDE) Office of Career Readiness, Adult Learning, and Education Options. The Nevada Department of Education relies on educators and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. More importantly, the NDE would like to recognize the time and commitment by the writing team members in developing the career and technical standards for Graphic Design.

Standards Development Members

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Business and Industry Validation

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel is coordinated with industry experts to ensure the standards include the proper content; or (3) nationally recognized standards currently endorsed by business and industry.

The Graphic Design standards were validated through active participation of business and industry representatives on the development team.

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 two-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

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 crosswalks and alignment sections of the document show where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Graphic Design program perform learning activities that connect with and support the academic content standards that are listed. The crosswalks and alignments are not intended to teach academic standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Graphic Design program. CTSOs are co-curricular national organizations that directly reinforce 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.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard, and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, GRA is the Standards Reference Code for Graphic Design. For Content Standard 2, Performance Standard 3, and Performance Indicator 4, the Standards Reference Code would be GRA.2.3.4.

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)*

Performance Standard 1.1: Explore the History and Organization of CTSOs

1.1.1   Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law

1.1.2   Research nationally recognized CTSOs

1.1.3   Investigate the impact of federal and state government regarding the progression and operation of CTSOs (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statutes [NRS])

Performance Standard 1.2: Develop Leadership Skills

1.2.1   Discuss the purpose of parliamentary procedure

1.2.2   Demonstrate the proper use of parliamentary procedure

1.2.3   Differentiate between an office and a committee

1.2.4   Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions

1.2.5   Participate in local, regional, state, or national conferences, events, or competitions

1.2.6   Describe the importance of a constitution and bylaws to the operation of a CTSO chapter

Performance Standard 1.3: Participate in Community Service

1.3.1   Explore opportunities in community service-related work-based learning (WBL)

1.3.2   Participate in a service learning (program related) and/or community service project or activity

1.3.3   Engage with business and industry partners for community service

Performance Standard 1.4: Develop Professional and Career Skills

1.4.1   Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills)

1.4.2   Describe the appropriate professional/workplace attire and its importance

1.4.3   Investigate industry-standard credentials/certifications available within this Career Cluster™

1.4.4   Participate in authentic contextualized instructional activities

1.4.5   Demonstrate technical skills in various student organization activities/events

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

1.5.1   Make a connection between program standards to career pathway(s)

1.5.2   Explain the importance of participation and completion of a program of study

1.5.3   Promote community awareness of local student organizations associated with CTE programs

*Refer to the program of study Curriculum Framework for appropriate CTSO(s).

CONTENT STANDARD 2.0: DEMONSTRATE KNOWLEDGE OF THE GRAPHICS INDUSTRY

Performance Standard 2.1: Demonstrate Knowledge of the History of the Graphic Design Field

2.1.1 Research historical technologies that advanced graphic design

2.1.2 Describe past, present, and future styles in the graphic design field

2.1.3 Identify art movements that impacted graphic design

2.1.4 Describe the importance of culture and society on graphic design's relationship with and impact on audiences

Performance Standard 2.2: Communicate Ideas Using Appropriate Industry Terminology

2.2.1 Formulate written and verbal communications using industry standard terms

2.2.2 Prepare and present a visual presentation utilizing appropriate industry terminology

Performance Standard 2.3: Demonstrate Knowledge of Career Pathways

2.3.1 Research various careers in the graphic design and related industries

2.3.2 Prepare and present a visual presentation about a career opportunity

CONTENT STANDARD 3.0: DEMONSTRATE KNOWLEDGE OF ETHICAL AND LEGAL ISSUES RELATED TO GRAPHIC DESIGN

Performance Standard 3.1: Demonstrate Knowledge of Copyright and Intellectual Property Law

3.1.1   Research laws governing copyright, intellectual property (including font usage, photography, image, illustration, audio and video rights), and software licensing

3.1.2   Research laws governing brand issues, trademark, and other proprietary rights

3.1.3   Discuss consequences of violating copyright, privacy, and data security laws

3.1.4   Define and debate fair use, including authorships, rights of use for work and likeness, and credit lines

3.1.5   Model fair use in production of graphic works

Performance Standard 3.2: Demonstrate Ethical Behavior as it Relates to the Industry

3.2.1   Research and discuss censorship as it applies to the graphic design industry

3.2.2   Research the purpose of non-disclosure agreements (NDA)

3.2.3   Incorporate cultural sensitivity and diversity awareness into the design process

3.2.4   Debate legal versus ethical behaviors

3.2.5   Incorporate ethical behaviors in graphic projects

CONTENT STANDARD 4.0: APPLY ELEMENTS AND PRINCIPLES OF DESIGN TO COMMUNICATE VISUALLY

Performance Standard 4.1: Identify and Apply the Design Process

4.1.1   Explain the design process

4.1.2   Apply the design process to generate graphic works

Performance Standard 4.2: Identify and Apply the Elements of Design

4.2.1   Identify the applications of color, line, shape, texture, size, and value in samples of graphic work

4.2.2   Analyze the use of color, line, shape, texture, size, and value in samples of graphic work

4.2.3   Incorporate color, line, shape, texture, size, and value in student-generated graphic work

4.2.4   Demonstrate the elements of design through manual and digital sketching

Performance Standard 4.3: Identify and Apply the Principles of Design

4.3.1   Identify the principles of balance, contrast, alignment, rhythm, repetition, movement, harmony, emphasis, and unity in samples of graphic works

4.3.2   Analyze the principles of balance, contrast, alignment, rhythm, repetition, movement, harmony, emphasis, and unity in samples of graphic works

4.3.3   Incorporate principles of balance, contrast, alignment, rhythm, repetition, movement, harmony, emphasis, and unity in student-generated graphic works

4.3.4   Demonstrate the principles of design through various drawing techniques

Performance Standard 4.4: Identify and Apply the Principles of Typography

4.4.1   Identify the anatomical components and qualities of type (i.e., x-height, ascenders, descenders, counters)

4.4.2   Identify the different classifications and styles of type

4.4.3   Apply and adjust formatting to type (i.e., style, size, hierarchy, spacing, alignment, color, value)

4.4.4   Construct graphic works utilizing and manipulating type to convey a message based on media requirements

Performance Standard 4.5: Apply the Principles and Elements of Design to Layout

4.5.1   Apply effective use of negative space, composition, message structure, graphics, etc., to graphic works

4.5.2   Create graphic works utilizing grids

4.5.3   Create graphic works utilizing templates

4.5.4   Demonstrate layout skills for print collaterals (i.e., business cards, newspapers, packaging)

4.5.5   Demonstrate layout skills for digital media (i.e., websites, mobile apps, video games)

4.5.6   Explain the importance of user interface/user experience (UI/UX) in design

4.5.7   Analyze samples of works to evaluate UI/UX design

4.5.8   Explain the importance of consistency of design

4.5.9   Explain the importance of usability

4.5.10 Explain the importance of core messaging and branding identity

4.5.11 Apply measurement tools and ratio analysis to image positioning in graphic works

4.5.12 Solve aspect ratio proportion measurement in video and animation development

CONTENT STANDARD 5.0: DEMONSTRATE KNOWLEDGE OF THE KEY ASPECTS OF PRODUCTION USING INDUSTRY STANDARD SOFTWARE

Performance Standard 5.1: Demonstrate Knowledge of Concept Development

5.1.1   Identify the client needs for design projects to determine concept development

5.1.2   Research the needs and challenges of the design problem

5.1.3   Generate project ideas through the use of storyboard, thumbnails, roughs, mock-ups, wireframes, etc.

Performance Standard 5.2: Demonstrate Knowledge of Image Creation and Manipulation

5.2.1   Analyze differences and appropriate applications of vector-based and bitmap images

5.2.2   Research different ways to acquire source images (e.g., taking own photos, downloading images)

5.2.3   Use a variety of input devices to import photos, images, and other content

5.2.4   Incorporate the use of image manipulation and illustration software into final products

5.2.5   Apply nondestructive image editing techniques such as layering and masking

5.2.6   Practice using different selection tools and techniques to manipulate images

Performance Standard 5.3: Demonstrate Applications of Media Outputs

5.3.1   Use appropriate resolution, compression, and file formats for various media outputs, including web, video, print, and motion

5.3.2   Incorporate appropriate color modes in graphic works, including but not limited to RGB and CMYK

Performance Standard 5.4: Demonstrate Knowledge of the Graphic Design Workflow to Increase Success and Productivity

5.4.1   Develop a workflow for a project

5.4.2   Produce correct file naming and file management for projects based on media requirements

5.4.3   Synthesize information collected from communications with various stakeholders

5.4.4   Integrate project specifications for effective project workflow

5.4.5   Create projects that define core message

Performance Standard 5.5: Demonstrate Knowledge of the Process and Design of Infographics

5.5.1   Evaluate infographics for effective communication and balance of visuals

5.5.2   Organize data for proper visualization

5.5.3   Compress data for use in a simple narrative

5.5.4   Create graphics linking visuals to data

CONTENT STANDARD 6.0: CREATE AND MAINTAIN A PERSONAL PORTFOLIO

Performance Standard 6.1: Create and Maintain a Personal Portfolio

6.1.1   Research and compare the various types of personal portfolios

6.1.2   Develop graphics portfolios that include traditional and digital works

6.1.3   Recognize that portfolios are dynamic and require maintenance

Performance Standard 6.2: Demonstrate the Process of Evaluating Portfolios

6.2.1   Conduct peer and self-evaluations using rubrics

6.2.2   Understand the elements of the critique process, including a respect for peer work and the ability to give and receive dispassionate criticism

6.2.3   Revise portfolio based on critique and growth

Crosswalks and Alignments

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses.

Crosswalks (Academic Standards)

The crosswalks of the Graphic Design Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Graphic Design program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Graphic Design Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Graphic Design program connect with and support academic learning.

Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Graphic Design Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Graphic Design program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Graphic Design Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Graphic Design program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Graphic Design Standards are crosswalked to the Arts, A/V Technology, and Communications Career Cluster™ and the Visual Arts Career Pathway.

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Crosswalk of Graphic Design Standards
and the Nevada Academic Content Standards

Content Standard 1.0: Integrate Career and Technical Student Organizations (CTSOs)

Performance Indicators	Nevada Academic Content Standards	
1.1.1	**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.
	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.
	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.
1.1.2	**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.
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	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects	
	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 specific 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.
1.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**	
	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 specific 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.

Performance Indicators	Nevada Academic Content Standards
1.2.1	**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.
	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.
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1.2.4	**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.
	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.
	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.
1.2.5	**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.
1.4.1	**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.

Performance Indicators	Nevada Academic Content Standards	
1.4.2	**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.
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	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects	
	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 specific 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.
1.4.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**	
	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 specific 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.
1.4.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**	
	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 and audience.
1.4.5	**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.

Performance Indicators	Nevada Academic Content Standards
1.5.2	**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.
	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.
	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.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	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 specific 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.

Content Standard 2.0: Demonstrate Knowledge of the Graphics Industry

Performance Indicators	Nevada Academic Content Standards
2.1.1	**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, ideas, or events interact and develop over the course of the text.
	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.
	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 specific 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.
2.1.2	**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.
	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, ideas, or events interact and develop over the course of the text.
	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.
	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 specific 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.
2.1.3	**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.
	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.
	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 specific 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.

Performance Indicators	Nevada Academic Content Standards
2.1.4	**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. 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 specific 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.

Performance Indicators	Nevada Academic Content Standards
2.2.1	**English Language Arts: Language Standards**
	L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
	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.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.2a Introduce a topic and 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.
	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.
	WHST.11-12.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	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; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
	WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
	WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	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 and audience.
	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.
	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.
	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 specific 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.

Performance Indicators	Nevada Academic Content Standards	
2.2.2	**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.
	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.
	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 on page 54 for specific expectations.)
2.3.1	**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, ideas, or events interact and develop over the course of the text.
	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.
	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 specific 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.
2.3.2	**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.
	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.
	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 on page 54 for specific expectations.)

Content Standard 3.0: Demonstrate Knowledge of Ethical and Legal Issues Related to Graphic Design

Performance Indicators	Nevada Academic Content Standards	
3.1.1	**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.
	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.
	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).
	RI.11-12.10	By the end of 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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
	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.
	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 specific 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.
3.1.2	**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.
	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.
	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).
	RI.11-12.10	By the end of 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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Performance Indicators	Nevada Academic Content Standards
3.1.3	**English Language Arts: Language Standards**
	L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	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.
	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.
	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.
3.1.4	**English Language Arts: Language Standards**
	L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	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.
	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.
	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.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Performance Indicators	Nevada Academic Content Standards
3.2.1	**English Language Arts: Language Standards**
	L.11-12.1 — Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	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.
	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.
	RI.11-12.10 — By the end of 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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
	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.
	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.
	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.
	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 specific 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.
3.2.2	**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.
	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).
	RI.11-12.10 — By the end of 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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Performance Indicators	Nevada Academic Content Standards	
3.2.3	**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.
3.2.4	**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.
	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.
	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.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects	
	WHST.11-12.2a	Introduce a topic and 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.
	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.
	WHST.11-12.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	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; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
	WHST.11-12.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
	WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Content Standard 4.0: Apply Elements and Principles of Design to Communicate Visually

Performance Indicators	Nevada Academic Content Standards
4.2.1	**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.
4.2.4	**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.
4.3.2	**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. **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.
4.3.3	**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.
4.4.1	**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.
4.5.4	**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.
4.5.8	**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.
4.5.9	**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.
4.5.10	**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.

Performance Indicators	Nevada Academic Content Standards
4.5.11	**Math: Geometry – Modeling with Geometry** GMG.A.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).
4.5.12	**Math: Geometry – Modeling with Geometry** GMG.A.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).

Content Standard 5.0: Demonstrate Knowledge of the Key Aspects of Production Using Industry Standard Software

Performance Indicators	Nevada Academic Content Standards
5.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.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. 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.
5.2.1	**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. **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. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
5.2.3	**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.
5.2.5	**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.
5.4.1	**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. **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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.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. 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. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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.

Performance Indicators	Nevada Academic Content Standards
5.4.3	**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.
	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.
	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.
	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.

Content Standard 6.0: Create and Maintain a Personal Portfolio

Performance Indicators	Nevada Academic Content Standards
6.1.1	**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.
	RI.11-12.10 By the end of 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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Alignment of Graphic Design Standards
and the Mathematical Practices

Mathematical Practices	Graphic Design Performance Indicators
1. Make sense of problems and persevere in solving them.	4.5.12
2. Reason abstractly and quantitatively.	4.5.11, 4.5.12
3. Construct viable arguments and critique the reasoning of others.	2.1.3, 2.1.4
4. Model with mathematics.	4.2.3, 4.2.4; 4.3.4; 4.4.4; 4.5.4
5. Use appropriate tools strategically.	4.2.4; 4.4.4
6. Attend to precision.	4.4.1-4.4.3
7. Look for and make use of structure.	4.2.2; 4.3.2, 4.3.3
8. Look for and express regularity in repeated reasoning.	

Alignment of Graphic Design Standards
and the Science and Engineering Practices

Science and Engineering Practices	Graphic Design Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	5.1.1-5.1.3
2. Developing and using models.	4.5.2, 4.5.3
3. Planning and carrying out investigations.	3.1.1, 3.1.2; 3.2.1, 3.2.2; 5.1.2; 6.1.1
4. Analyzing and interpreting data.	5.5.1-5.5.4
5. Using mathematics and computational thinking.	4.5.11, 4.5.12
6. Constructing explanations (for science) and designing solutions (for engineering).	5.4.3-5.4.5
7. Engaging in argument from evidence.	3.1.4; 3.2.4
8. Obtaining, evaluating, and communicating information.	4.4.4; 5.1.1-5.1.3; 5.4.3-5.4.5; 5.5.1-5.5.4; 6.1.2

Crosswalks of Graphic Design Standards
and the Common Career Technical Core

Arts, A/V Technology, and Communications Career Cluster	Performance Indicators
1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology, and Communications Career Cluster.	1.4.5; 2.1.3; 4.2.4; 4.3.4 4.5.5-4.5.7, 4.5.12
2. Analyze the importance of health, safety, and environmental management systems, policies and procedures common in arts, audio/video technology, and communications activities and facilities.	1.4.2; 2.3.1, 2.3.2
3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology, and communications workplace.	2.3.1, 2.3.2
4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology, and communications workplace.	1.4.2; 2.3.1, 2.3.2 3.1.1-3.1.5
5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology, and Communications Career Pathways.	2.3.1, 2.3.2
6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology, and Communications Career Cluster.	4.5.5-4.5.7, 4.5.12

Visual Arts Career Pathway	Performance Indicators
1. Describe the history and evolution of the visual arts and its role in and impact on society.	2.1.1-2.1.4; 2.3.1, 2.3.2
2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.	4.2.2-4.2.4; 4.3.2-4.3.4 4.5.7-4.5.10; 5.5.1-5.5.4
3. Analyze and create two and three-dimensional visual art forms using various media.	4.1.2; 4.2.4; 4.4.4 4.5.2-4.5.5