

Graphic Design Supplemental Program Resources



This document was prepared by:

Office of Career Readiness, Adult Learning, and Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

www.doe.nv.gov

Table of Contents

[Introduction](#) 3

[Program of Study](#) 4

[Program Structure](#) 5

[Course Descriptions](#) 6

[Equipment List\(s\)](#) 8

[Crosswalks and Alignments](#) 10

Introduction

This document provides supplemental information for the Graphic Design program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Graphic Design program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Graphic Design standards for the Arts, A/V Technology, and Communications program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Graphic Design



The Graphic Design program provides students with an introduction to the principles of creating graphic works. Areas of study include elements and principles of design, production aspects, legal and ethical issues, and portfolio development.

Health Science Career Cluster

Arts, A/V Technology, and Communications® is focused on designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment

Postsecondary Options

Certificate/License

- Graphic Design Certificate of Achievement (WNC)
- Graphics Communication certificate of achievement (TMCC)

Associate Degrees

- Graphic Design AAS (WNC)
- Graphic Communications/Graphic Design (CSN)
- Graphic Communication/Graphic Motion (TMCC)

Bachelor's Degree

- Graphic Design and Media (UNLV)
- Visual Media Animation (NSC)
- Public Health (UNLV, UNR)



For additional information on this cluster, please contact:

cteinfo@doe.nv.gov

Website: <https://doe.nv.gov/offices/craleo/cte>

Required Courses

- Graphic Design I
- Graphic Design II

Complementary Courses

- Graphic Design II Lab
- Graphic Design Advanced Studies
- 2D Animation for Graphic Design
- CTE Work Experience – Arts A/V Technology, and Communications
- Industry Recognized Credential- Graphic Design

Work-Based Learning Opportunities

Job Shadowing / Internship / CTE Work Experience/ School-based Enterprise/ Apprenticeship Ready Programs

Career and Technical Student Organization



State Recognized Industry Certifications

Refer to the Governor’s Office of Workforce Innovation’s

[Nevada Industry Recognized Credential List](#)

Aligned to Industry

Occupation	Median Wage Per year	Annual Openings	% Growth
Graphic Designers	50,710	24,800	3.0%
Special Effects Artists and Animators	\$78,790	6,700	5.0%
Industrial Designers	\$77,030	2,700	3.0%
Interior Design	\$60,340	8,200	1.0%
Fashion Designers	\$77,450	2,300	3.0%
Desktop Publisher	\$79,910	900	-14.0%

Source U.S. Bureau of Labor Statistics 2022

The Nevada Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, gender identity or expression, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries, contact the Equity Coordinator at (775) 687-9200.

Program Structure for Graphic Design

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provides a completed program of study. The Lab is a complementary course available concurrently with the Graphic Design II course.

Core Course Sequence (R) with Lab Course(s) (C)

Required/Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Graphic Design I	GRAPHIC DESG I	50.0409	11	153	G	1.00	12	11153G1.0012
R	Graphic Design II	GRAPHIC DESG II	50.0409	11	153	G	1.00	22	11153G1.0022
C	Graphic Design II LAB	GRAPHIC DESG II L	50.0409	11	153	E	1.00	22	11153E1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Graphic Design Advanced Studies	GRAPHIC DESG AS	50.0409	11	153	E	1.00	11	11153E1.0011
C	2D Animation for Graphic Design	2D ANIMATE GD	10.0304	10	204	E	1.00	11	10204E1.0011
C	Industry Recognized Credential - Graphic Design	IRC GRAPHIC DESG	50.0409	10	249	E	1.00	11	10249E1.0011
C	CTE Work Experience - Arts, A/V Technology, and Communications	WORK EXPER TECH	99.0003	10	248	G	1.00	11	10248G1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

Course Descriptions

Graphic Design I

Prerequisite: None

This course is designed to introduce students to the fundamental skills and knowledge needed to create graphic works using industry-standard hardware and software for a variety of purposes and outputs. Areas of study include the understanding of the industry history, terminology, color, design principles, typography, and ethical and legal issues related to graphic designs. Emphasis is placed on layout design and the creation and manipulation of graphics.

Graphic Design II

Prerequisite: Graphic Design I

This course is a continuation of Graphic Design I. This course provides advanced graphic design students with instruction in advanced techniques and processes. Students will work on projects simulating challenges found in the design industry such as corporate identity, publishing, advertising, web applications, and package design. Portfolio development will be emphasized. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

Graphic Design II LAB

Prerequisite: Concurrent enrollment in Graphic Design II

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Graphic Design Advanced Studies

Prerequisite: Completion of Graphic Design Program of Study

This course is offered to students who have completed all content standards in the Graphic Design program of study and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

2D Animation for Graphic Design

Prerequisite: Completion of Graphic Design Program of Study

This course is offered to students who have completed all content standards in the Graphic Design program of study. This course expands on the students' knowledge of graphic design with an introduction to 2D animation from preproduction, through production, and postproduction. The design process will be applied to create 2D animation.

Industry-Recognized Credential – Graphic Design

Prerequisite: Completion of Graphic Design Program of Study

This course is offered to students who have completed all content standards in the Graphic Design program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Graphic Design Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

CTE Work Experience – Arts A/V Technology and Communication

Prerequisite: Completion of Level 2 course in the qualifying program of study

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Graphic Design program.

CTE Classroom Equipment

Total: \$1,560

QTY	ITEM DESCRIPTION	UNIT	TOTAL
2	Storage Cabinets (36" x 12" x 72") (lockable)	\$400	\$800
1	Eyewash Station	\$300	\$300
2	Fire Extinguisher	\$130	\$260
1	Sink with Soap Dispenser	\$100	\$100
1	First Aid Kit	\$100	\$100

Program Equipment

Total: \$39,650

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	\$1,000	\$25,000
1	Teacher Computer (enhanced memory/storage, download capable)	\$1,500	\$1,500
1	Technology Storage/Charging System	\$2,000	\$2,000
1	Digital Image Printer	\$2,500	\$2,500
1	Vinyl Plotter	\$2,500	\$2,500
1	Large Format Dye-sublimation Printer	\$2,000	\$2,000
1	Scanner	\$1,000	\$1,000
2	Digital Single-lens (DLSR) Cameras	\$1,200	\$2,400
1	Cutter	\$750	\$750

Instructional Materials

Total: \$8,000

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks Approved CTE Instructional Materials list can be found here .	\$100	\$2,500
1	Teacher Textbook Edition and Resources	\$500	\$500
1	Digital Editing and Enhancing Software (250 licenses)	\$5,000	\$5,000

Supplemental Program Resources

2024

Instructional Supplies

Total:

\$16,300

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Color Calibration Kit	\$800	\$800
25	Digital Drawing Tablets w/pen	500	\$12,500
3	External high-capacity storage drives (1 TB)	\$200	\$600
2	Tripods with fluid head	\$200	\$400
Various supplies	Various supplies (ink cartridges, paper, card readers, batteries, memory cards, camera case, etc.)	\$2,000	\$2,000

Other

Total:

\$0

QTY	ITEM DESCRIPTION	UNIT	TOTAL
N/A	N/A	\$0	\$0

Category Totals:

Classroom Equipment	\$1,560
Program Equipment	\$39,650
Instructional Materials	\$8,000
Instructional Supplies	\$16,300
Other	\$0
Estimated Program Total	\$65,510

Crosswalks and Alignments for Program of Study Standards

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. The crosswalks are for the required program of study courses, not the complementary 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.

Crosswalk of Graphic Design Program of Study Standards
and the Nevada Academic Content Standards

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2.2.1; 3.1.3, 3.1.4, 3.2.1
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2.2.1
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.	3.1.1, 3.1.2, 3.2.1, 3.2.3
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.	2.2.1
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.	1.5.2; 2.1.2, 2.1.3, 2.2.1, 2.2.2; 4.3.2, 4.3.3, 4.4.1, 4.5.8, 4.5.9, 4.5.10; 5.4.1

English Language Arts: Reading Standards for Informational Text

Nevada Academic Content Standards		Performance Indicators
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.	3.1.1, 3.1.2, 3.2.1, 3.2.2, 5.2.1; 6.1.1
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.	2.1.1, 2.1.2
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.	4.2.1, 4.3.2; 5.4.3
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).	3.1.1, 3.1.2, 3.2.2
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.	3.1.1, 3.1.2, 3.2.1, 3.2.2; 6.1.1

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
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.	4.5.4; 5.2.5
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.	5.4.1, 5.4.3

English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
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.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 3.1.3, 3.1.4 3.2.1, 3.2.4
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.	3.1.3, 3.1.4, 3.2.1, 3.2.4
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.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2; 5.4.3
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.	3.1.3, 3.1.4; 5.4.3
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.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 3.2.4
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.	2.2.2; 4.2.4; 5.2.3
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.)	2.2.2

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards	Performance Indicators
<p>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.</p>	<p>5.1.3, 5.4.1</p>
<p>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.</p>	<p>2.2.1; 3.2.4</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>2.2.1; 3.2.4; 5.1.3, 5.4.1</p>
<p>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.</p>	<p>2.2.1; 3.2.4</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; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>	<p>2.2.1; 3.2.4</p>
<p>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).</p>	<p>2.2.1; 3.2.4</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>1.2.5, 1.4.1, 2.2.1; 5.2.1 5.4.1</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 and audience.</p>	<p>1.4.4; 2.2.1</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>1.4.5; 2.2.1; 5.4.1</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>2.1.1, 2.1.2, 2.1.3, 2.1.4 2.2.1; 3.1.1, 3.2.1</p>

Supplemental Program Resources

2024

Nevada Academic Content Standards	Performance Indicators
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.	1.1.2, 1.1.3, 1.4.2, 1.4.3 1.5.2; 2.1.1, 2.1.2, 2.1.3 2.1.4, 2.2.1; 3.1.1, 3.2.1
WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	3.1.4, 3.2.4; 5.2.1

Math: Geometry – Modeling with Geometry

Nevada Academic Content Standards		Performance Indicators
GMG.A.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).	4.5.11, 4.5.12
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).	4.5.11, 4.5.12

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