



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: Because the current art of graphic design is heavily technology based and this text does an excellent job outlining that, an additional manual that fully explains the instructors chosen computer program would be necessary. The text outlines suggested programs, but students would benefit from having a manual for the chosen program as well. Overall excellent representation of the art of design.

Material for Review

Course: Digital Art Imaging 1 (0108370)

Title: Communicating Through Graphic Design Digital Class Set , Edition: 1st

Copyright: 2014

Author: Kevin Gatta and Claire Mowbray Golding

Grade Level: 9 - 12

Content

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- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

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- Additional information regarding the Content, Presentation, and Learning requirements are located in the Music, Dance, Theatre, Visual Art K-12 Specifications Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content explores each standard fully with descriptions, questions, and imagery.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The skill level would be 11-12 grade students. There are complex ideas presented using grade level terminology making it accessible for students.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

In class activities included and probing questions allow for students to participate independently or be lead by instructor.

B. Level of Treatment4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very in depth on each topic presented. Fully presented in context for students to understand significance.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text is complex and would be best for close reading. The "owners manual" section would be helpful for students to be guided through before reading the text so there is a general knowledge of how the information is organized.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This text could be used over several 45 minute class periods and divided up to meet the lesson objectives for daily use.

C. Expertise for Content Development8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are several sources cited that correlate and allow for higher level thinking, and reflect expert information.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The sources are wide ranging in historical context, and allow students to relate their world to graphic design.

D. Accuracy of Content10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

No errors noted.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The main ideas of graphic design are presented objectively. Through artists in focus, students are also given opinions on graphic design and expert advice which is not objective, but necessary and appropriate.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

E. Currency of Content 14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content begins with the origins of graphic design and then leads up to current practices in graphic design.

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

the content very well rounded and represented in various ways.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are given real world examples through photographs, applications, and career/artist outlines. The context is appropriate for the learner and is relevant to the discipline.

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content is best suited for secondary students as it is relevant to past art knowledge and focuses on careers in graphic design. Students learn the different aspects of graphic design through age appropriate connections.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Historical context of the origins of graphic design is embedded into the text, as well as several language arts, math, and civics lessons.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Fair and wide ranging. From the origins of graphic design, to showing graphic design through the world around us, to artists in focus, this text does an exceptional job showing various groups without bias.

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The material is rich with student resources and allows students to fully explore the subject without additional resources.

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The curriculum is coherent and can be navigated easily.

C. Organization of Instructional Materials 3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The book is laid out consistently for ease of use, and follows a logical progression of the art of graphic design. The book also references past readings in earlier units that allows students to make the logical organization of material throughout.

D. Readability of Instructional Materials 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

E. Pacing of Content 5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Although the book is rich in it's content, it reaches students at their ability level. This book would be best utilized with teacher guided instruction. If done at an individual student pace, it would work best for students to have guiding questions and follow up conversation/activity.

Accessibility 6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Wide range of aids makes material accessible to all learners.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Presentation is coherent with multiple learning styles and supports full understanding of the material.

Learning

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A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are able to relate and engage through activities, critical thinking questions, and various reading excerpts.

B. Teaching a Few "Big Ideas"2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text is outlined for students to understand the main points of graphic design. The many facets are explored correlated throughout the main points.

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text includes grading rubrics that outline desired outcomes for learners making it clear what the objective is.

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are prompted through questioning that guides them through their learning and allows them to question their reading, come up with their own conclusions, and form opinions.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content is presented in a variety of ways through visual aids, reading prompts, and activities allowing the material to be accessible to all students.

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The reading engages the mental activity of students by prompting students to think at a high level, and engages the physical activity through activity and project ideas.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

All units include student projects that allow students to practice their learning in their own creative applications. The activities are logical extensions that require higher level thinking and application of learning by creating a work of original art based on learning.

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The strategies used in the text allow students to view the desired outcomes through grading rubric for projects and prompting questions for reading.

G. Targeted Assessment Strategies 10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Assessment strategies include questioning within the text, and grading rubrics throughout the reading allowing students to guide themselves through the reading and also making learning outcomes clear.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The grading rubrics align with desired learning outcomes and are a good measure of student learning. The questions in the sections could also be another tool used for assessment.

Universal Design for Learning 12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Through reading activities and art making activities, all students are able to access the material from many points.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Through the use of rubrics, desired outcomes, and prompting questions, students are guided through the content to their desired outcome. Teachers would find these tools very useful to measure student learning.

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found

at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf

For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The subject matter of graphic design naturally allows all students to relate visually to the material. The activities outlined in the text allow students to create original work based on their learning, thus allowing them to communicate for social and instructional purposes.

2. **LAFS.910.RST.1.3:** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are guided through their own art making with strategic step by step processes.

3. **LAFS.910.RST.2.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Important vocab terms are in focus throughout the book as students are guided through the reading. Context clues and chapter reviews allow students to create meaning through their learning.

4. **LAFS.910.SL.1.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. 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.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students could use the reading to participate in the above standards, depending on how the instructor utilizes the text with the class. The text is rich with potential activities related to using diverse partners and discussing a wide range of graphic arts topics.

5. **LAFS.910.SL.1.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

After each chapter, students are asked to process what they have learned and evaluate the learning from recall to evaluation.

6. **LAFS.910.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Artists and career outlines are given allowing students to see point of views and prompting questions allow students to evaluate the material.

7. **LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content is presented and allows students to create projects that communicate information in accurate ways for appropriate audiences. The visual communication of graphic design is explained and allows students to create within the guiding principles of.

8. **LAFS.910.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are prompted at the end of each chapter to recall and eventually analyze information which could be turned into the writing process allowing students to develop coherent writing into a response for an audience.

9. **LAFS.910.WHST.3.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

10. **LAFS.910.WHST.3.9** Draw evidence from informational texts to support analysis, reflection, and research.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are asked to respond to multiple reading prompts throughout the text the asks them to draw evidence as to why they have drawn that conclusion.

11. **VA.912.C.1.6:** Identify rationale for aesthetic choices in recording visual media.

Remarks/Examples:

e.g., two-, three-, and four-dimensional media, motion or multi-media

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are prompted throughout the reading and looking at visuals, to reflect on artist choices in relation to graphic media.

12. **VA.912.C.2.1:** Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are brought to the end of each unit through practice in projects related to reading. They are guided through artistic objectives through the grading rubric, practice, and self reflection.

13. **VA.912.C.2.3:** Process and apply constructive criticism as formative assessment for continued growth in art-making skills.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are asked throughout the text the make assessments on work shown in the text and reflect. They are also prompted to create their own work and asses so that their skills are aligned with effective graphic design.

14. **VA.912.C.3.1:** Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

Remarks/Examples:

e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book clearly outlines the four step method and utilizes it throughout the text in looking at real world examples, graphic design work of past and present, and when creating/reflecting on their own work.

15. **VA.912.F.1.4:** Use technological tools to create art with varying effects and outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text outlines the most recent computer programs and creates applications for their use in the project prompts given.

16. **VA.912.F.1.5:** Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

17. **VA.912.F.2.1:** Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very strong connection to careers in the graphic arts within the text. There are applications for this wherever applicable and beneficial. The career outlines are wide ranging and allow students to get a big picture of the career in focus.

18. **VA.912.F.3.12:** Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with

others.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Several project prompts are given for students to create visual imagery using digital design programs.

19. **VA.912.F.3.4:** Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

Remarks/Examples:

e.g., punctuality, reliability, diligence, positive work ethic

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This book contains activities and prompts for students to practice and grow these skills.

20. **VA.912.F.3.6:** Identify ethical ways to use appropriation in personal works of art.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The visual rich culture of the 21st century is explored in full and students get a good understanding of the ethical ways these may be appropriated in their own work in regards to connotations, and significance.

21. **VA.912.H.1.5:** Investigate the use of technology and media design to reflect creative trends in visual culture.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Design program options are outlined in text and allow for students to explore technology and design through the use of them. Past and present work is shown to show how current design came to be and why it is representative of the current trend.

22. **VA.912.H.2.1:** Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book chronicles the history of graphic design to it's origins and naturally progresses to technological advances so students can piece together the progression of art history through visuals.

23. **VVA.912.H.3.3:** Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.

Remarks/Examples:

e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Historical examples, scientific examples, and civics examples are noted.

24. **VA.912.O.1.4:** Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students explore and create original works using past methods/practices, as well as current technological methods. They are prompted to compare and contrast often to analyze the benefits and limitations of each.

25. **VA.912.O.2.2:** Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

After reading and reflecting on the unit, students draw conclusions through the reading prompts of recall all the way to analyze.

26. **VA.912.O.3.1:** Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are prompted throughout the text to think like a designer and to follow a natural design process that enables them to draw on experiences to create meaningful effective design work.

27. **VA.912.S.1.4:** Demonstrate effective and accurate use of art vocabulary throughout the art-making process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Rich with vocabulary dealing with visual arts and more specifically graphic design.

28. **VA.912.S.1.6:** Describe processes and techniques used to record visual imagery.

Remarks/Examples:

e.g., drawing, sculpting, digital multi-media

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

29. **VA.912.S.1.8:** Use technology to simulate art-making processes and techniques.

Remarks/Examples:

e.g., drawing subtleties, watercolor painting techniques

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Several prompts for students to draw in various mediums to practice and create graphic design.

30. **VA.912.S.2.1:** Demonstrate organizational skills to influence the sequential process when creating artwork.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are guided through the design process as a real artist, thus the text outlines organizational skills and has students practice the progression and planning process for each type of design and personal art work.

31. **VA.912.S.2.2:** Focus on visual information and processes to complete the artistic concept.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The focus of all student projects in text is on artistic concept and visual information.

32. **VA.912.S.3.1:** Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Self reflection throughout the text, and grading rubrics aid students in persevering through an artistic goal.

33. **VA.912.S.3.11:** Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

34. **VA.912.S.3.12:** Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.

Remarks/Examples:

e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students will strengthen their understanding of multi medial through the use of traditional and technological mediums and create original works through the art making prompts in text.

35. **VA.912.S.3.3:** Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.

Remarks/Examples:

e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

36. **VA.912.S.3.4:** Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing

information and creating works of art.

Remarks/Examples:

e.g., plagiarism, appropriation from the Internet and other sources

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is an overarching topic in this text and students are encouraged to use original imagery and informed of the ramifications of plagiarism.

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