Syracuse City School District
Career and Technical Education Program
Creative Expression and Design
Summary

Program Overview

The Creative Expression and Design Pathway is a four-year program designed to teach students the fundamentals of design thinking and design process as it specifically applies to Communication Design, Architecture, Environmental and Interior Design, Fashion Design, and Industrial and Interaction Design. Lab safety protocols, creative thinking, communication, problem solving, research, communication, and presentation skills are core to this program. Students will learn broad concepts and applications to varied fields of design. They will have first-hand experience in the iterative design process as they apply critical thinking and research to solve a problem or need as they listen and gather information from end-users, conceptualize the solution, develop, and test prototypes or representations and respond to feedback to refine the final product. Students will participate in career coaching as they interview, interact with, and observe professionals in this field. They will participate in field-based learning as they grapple with real world problems and examples, and work alongside experienced practitioners. Students will have a unique opportunity to work with faculty and students from Syracuse University School of Design. Students will use state of the art equipment with industry standards software to design, build and present project prototypes and design ideas. The program will culminate with students completing a field-based internship and an extended project within the focus area of their interest. Teamwork, communication, time-management, and public presentations are incorporated throughout the program. Students will be prepared to enter the field in an entry position or to continue their education through post-secondary programs.

Additional Learning Opportunities

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the project that they are involved in. Some examples for this concentration include, but are not limited to:
    - Adobe Certified Associate (ACA)
    - Microsoft 365 Fundamentals Certification
    - Microsoft Office Specialist Associate (Office 365 and Office 2019)
    - OSHA 10 Hours
    - Other relevant certifications as they become available through industry collaborations, teacher certifications and student interest.
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local industry professionals. Students will build on skills learned during the school year to work collaboratively with students from other concentrations and programs.

Integrated High School Academics

TBD

Concurrent College Enrollment

TBD

Possible SUPA: DES 248 (Design Issues), DES 324 (Creative Problem Solving), DES 304 (Collaborative Design), DES 441 (Design Research)

Calendar for Creative Expression and Design

	Quarter	Units of Study
Level 1 **(Grade 9)**	**1**	● Introduction to Creative Expression and Design ● Personal Health and Safety ● Foundations of Drawing ● Elements and Principles of Design ● Communication and Employability Skills
	2	● Design Process ● Career Exploration ● Exploration in Communication Design ● Exploration in Architecture, Environmental and Interior Design (partial)
	3	● Exploration in Architecture, Environmental and Interior Design ● Digital Literacy and Cyber Safety ● Exploration in Interaction and Industrial Design
	4	● Exploration with Fashion Design ● Introduction to 2-Dimensional Representation ● Employability and Career Coaching
Level 2 **(Grade 10)**	**1**	● Review of Class Expectations and Safety ● Creative Process and Problem Solving ● History of Design and Visual Communication(start)
	2	● History of Design and Visual Communication ● Materials and Process ● Career Development and Employability: Portfolios, Critique and Reflection ● Two-Dimensional Representation (start)
	3	● Two-Dimensional Representation ● Three-Dimensional Representation ● Digital Representation (start)
	4	● Digital Representation ● Career Exploration: Getting the Most from Job-Shadow and Career Coaching ● Critique and Response ● Ethics and Sustainability ● Career Exploration, Employability and Reflection
Level 3 **(Grade 11)**	**1**	● Review of Class Expectations and Safety ● Design Collaborative ● Graphic Design and Digital Media Design and Production ● Career Exploration: Employment outlook, Life-style and Futuring
	2	● Deeper into Fashion Design incorporating Commercial Graphic and Digital Media Design ● Deeper into Interaction and Industrial Design incorporating Commercial Graphic and Digital Media Design (start)
	3	● Deeper into Interaction and Industrial Design incorporating Commercial Graphic and Digital Media Design ● Deeper into Architecture, Environment and Interior Design incorporating Commercial Graphic and Digital Media Design ● Deeper into Communication Design incorporating Commercial Graphic and Digital Media Design (start)
	4	● Deeper into Communication Design incorporating Commercial Graphic and Digital Media Design ● Research: History and Innovators ● Wellness and Self-Care ● Career Exploration, Employability and Reflection
Level 4 **(Grade 12)**	**1**	● Career Development and Employability: Post Secondary Application ● Personal Health and Safety ● Preparing and Applying for Internship ● Digging Deeper into a Strand of Interest: Contributions and Inspiration ● Career Development and Employability: What makes a Good Employee ● Review of Project Management ● Career Development and Employability: Preparing for Post-Secondary
	2	● Extended Project
	3	● Internship Experience
	4	● Career Development and Employability: Readiness ● Internship-Synthesis and Evaluation ● Extended Project Evaluation

		• Public Presentations and Showcase • Inspiration

Syracuse City School District
Career and Technical Education Program
Course Syllabus Level 100
Creative Expression and Design

Program Overview

The Creative Expression and Design Pathway is a four-year program designed to teach students the fundamentals of design thinking and design process as it specifically applies to Communication Design, Architecture, Environmental and Interior Design, Fashion Design, and Industrial and Interaction Design. Lab safety protocols, creative thinking, communication, problem solving, research, communication, and presentation skills are core to this program. Students will learn broad concepts and applications to varied fields of design. They will have first-hand experience in the iterative design process as they apply critical thinking and research to solve a problem or need as they listen and gather information from end-users, conceptualize the solution, develop, and test prototypes or representations and respond to feedback to refine the final product. Students will participate in career coaching as they interview, interact with, and observe professionals in this field. They will participate in field-based learning as they grapple with real world problems and examples, and work alongside experienced practitioners. Students will have a unique opportunity to work with faculty and students from Syracuse University School of Design. Students will use state of the art equipment with industry standards software to design, build and present project prototypes and design ideas. The program will culminate with students completing a field-based internship and an extended project within the focus area of their interest. Teamwork, communication, time-management, and public presentations are incorporated throughout the program. Students will be prepared to enter the field in an entry position or to continue their education through post-secondary programs.

Course Description

Creative Expression and Design 100 is an introductory course designed to give students a broad overview of the field of design. This course introduces students to various disciplines in design, and the associated scope of work and professional environments of each. Application of skills and design background knowledge are integrated into several pathways of design fields: Communication Design, Fashion Design, Architecture, Environment and Interior Design, and Industrial and Interaction Design. Students will explore principles of design, design thinking and fundamentals of drawing. Foundations for problem-solving, productive teamwork, effective communication, and public presentations skills will be incorporated. Students will begin to develop a portfolio including work that demonstrates development of an idea and various iterations, and their reflections on their goals and growth.

Work-Based Learning

Students will be connected with professionals in the design field. These professional connections may include interviews, field trips to local businesses, virtual field trips to other locations, presenting their learning and work samples to professionals, advanced students, job shadowing and career coaching. It is expected that these experiences will lead to opportunities for direct job training and real-world experience in an internship opportunity prior to completion of the program. Students will create and maintain a portfolio of their experiences to document the development of their skills, including a professional resume.

Pre-Requisites

N/A

Course Objectives

- Students will apply elements of design principles.
- Students will apply components of the design thinking and process.
- Students will identify careers within the larger field of design.
- Students will apply safety protocols for working with materials and processes in a maker space.
- Students will demonstrate effective 2-dimensional representation.

- Students will explore several design pathways (concentrations).
- Students will demonstrate teamwork, collaboration, communication, time-management, and presentation skills.

Integrated High School Academics

N/A

Concurrent College Enrollment

TBD

Equipment and Supplies

- **School will provide:** All necessary lab and classroom equipment.
- **Students will provide:** A notebook for taking and saving notes, pen/pencils, USB thumb drive to save/transfer data.

Textbook

TBD

Grading

20% Class attendance/ Participation
20% Quizzes/Assignments
50% Project Work
10% Portfolio

Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time. Deadlines and being on time are a major part of being a professional.
- Produce their best work, including being prepared for presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects.
- Seek help when needed.
- Be attentive, ask questions if they do not understand something, and offer their opinions.
- Use Microsoft 365 and other identified technology hardware and software for preparing, sharing, and archiving all work.
- Give credit and use proper citations for all research and project ideas.

Course Calendar

Quarter	Units of Study
1	● Introduction to Creative Expression and Design ● Personal Health and Safety ● Foundations of Drawing ● Elements and Principles of Design ● Communication and Employability Skills
2	● Design Process ● Career Exploration ● Exploration in Communication Design ● Exploration in Architecture, Environmental and Interior Design (partial)
3	● Exploration in Architecture, Environmental and Interior Design ● Digital Literacy and Cyber Safety ● Exploration in Interaction and Industrial Design
4	● Exploration with Fashion Design ● Introduction to 2-Dimensional Representation ● Employability and Career Coaching

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
Creative Expression and Design
Level 100

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-2 **Unit: Introduction to Creative Expression and Design**	• What are the expectations and requirements for this course? • What is Creative Expression and Design? • What are the different areas within the study of design or strands/concentrations within this field of study? • Why does design matter? • What are some problems designs solve? • What does it mean to work as a team? • What are good communication skills? • How are disputes resolved? • What are my interests? • What are some skills needed for this field? • What are skills employers seek in employees?	• Name expectations and requirements of this course. • Define Creative Expression and Design. • Identify the strands to be explored within this program and what are the core areas of focus. • Compile key ideas from readings and presentations. • Summarize what design is and why the field of design is important. • Explain what problems or solutions examples of varied designs provide. • Explain key aspects of a functional team. • Name benefits of collaborating in a team. • Explain what makes clear, effective communication. • Demonstrate key language for resolution of disputes within a team. • Demonstrate creating a solution to a presented problem (small project) by working in a team to utilize provided materials, constraints, and guidelines. • Present team solution to classmates. • Demonstrate gathering feedback and implementing revisions. • Demonstrate providing relevant feedback to classmates' projects. • Articulate goals for personal growth for the semester/year.	**Written:** • Written Assignments • Quizzes/Tests • Written Reflection **Performance:** • Class Presentation • Teacher Observation and/or Checklist • Project group work	**Career Ready Practices** CRP 1,2,4,7,10,12 **Cluster Standards** ST 5 AR 1,5 AC 7 **Pathway Standards** AD-DES 2	**ELA** 9-10 R 1,4 9-10 W 2,5 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 2 9-10 WHST 2,5 **Math** **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		● Articulate plan of action with deadlines to achieve goal (s).			
Weeks 3-4 **Unit: Personal Health and Safety**	● What is a maker space? ● What are the protocols and rules for a maker space to protect myself, others, and equipment? ● How do I protect myself and others from physical harm? ● What are examples of lab/job-site hazards? ● What are the causes and consequences of the most common types of workplace incidents? ● How is personal protective equipment (PPE) used to protect workers from different types of injuries? ● What are protocols for safe use and handling of tools and equipment in the lab (maker space) environment? ● What is the role of the OSHA in job-site safety? ● What is OSHA 10 and why is it a beneficial certification?	● Explain what is the purpose of a maker space. ● Demonstrate what following protocols and rules looks and sounds like while in a maker space. ● Describe the causes and consequences of the most common types of workplace incidents. ● Explain how to recognize and avoid workplace hazards. ● Demonstrate disposal of hazardous materials and wastes appropriately. ● Identify fire hazards and describe basic firefighting procedures. ● Explain the importance and function of safety data sheets (SDS). ● Explain how PPE is used to protect workers from different types of injuries. ● Demonstrate correct use of PPE including inspecting, wearing, and removing. ● Locate and explain the use of safety equipment including eye wash stations, first aid kits and fire extinguishers. ● Demonstrate safe use and handling of tools and equipment. ● Describe how to maintain healthy practices during an infectious disease outbreak like COVID-19. ● Explain the role of the OSHA in job-site safety. ● Explain the benefits of OSHA 10 certification. ● Demonstrate successful progress towards OSHA 10 certification.	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection/Self-assessment **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist	**Career Ready Practices** CRP 1,4 **Cluster Standards** ST 3 AR 1,2,3 AC 3 **Pathway Standards**	**ELA** 9-10 R 1,2 9-10 W 2 9-10 SL 1,2,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 1,2,4 **Math** **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks: 4-6 **Unit: Foundations of Drawing**	• How is drawing and sketching important for representation in design? • What are basic skills for drawing? • How can technology assist in 2-dimensional representation? • What is included in a portfolio?	• Explain the importance of representation in the design process. • Identify basic drawing techniques. • Demonstrate basic drawing techniques. • Explain how technology can enhance 2-dimensional representation. • Demonstrate use of technology to enhance a visual representation. • Evaluate samples of work to include in the portfolio.	**Written:** • Written Assignments • Quizzes/Tests • Written Reflection **Performance:** • Class Presentation and Demonstrations • Teacher Observation and/or Checklist • Individual and Group Projects • Portfolio	**Career Ready Practices** CRP 1,2,4,6,11 **Cluster Standards** **Pathway Standards** AR-VIS 2,3	**ELA** 9-10 R 2 9-10 W 2 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 2,4 9-10 WHST 2 **Math** **Science**
Weeks 7-11 **Unit: Principles of Design**	• What are core principles of design across disciplines? • What is color theory? • What is the impact of different colors on visibility, mood, and accessibility? • What is a design process? • How are principles of design applied? • How do creators communicate their design for development and implementation? • What are the basic elements for hand drawing? • How has technology impacted the design process?	• Identify core arrangement strategies that are integral to elements and principles of design such as emphasis, balance and alignment, contrast, repetition, proportion, movement, and space. • Identify and apply core elements and principles of design such as line shape, color, texture, form, and space. • Identify and apply traditional principles of design such as the manipulation of pattern, proportion, balance, alignment, proximity, variety, emphasis, symmetry, continuity, repetition, contrast, movement, and the Rule of Thirds. • Experiment with 21st century principles of design such as appropriation, juxtaposition, recontextualization, layering, hybridity, the interaction of text and image, and representation. • Experiment with elements of contemporary art and design such as memory, history, media symbols, material properties, social conventions, cultural artifacts, mythology, and story. • Identify and demonstrate principles of typography, including the	**Written:** • Written Assignments • Quizzes/Tests • Written Reflection **Performance:** • Class Presentation and Demonstrations • Teacher Observation and/or Checklist • Student Projects • Student Portfolio	**Cluster Standards** AR 1,6 AC 1 **Pathway Standards** ST-ET 1,4 AR-VIS 1,2,3 AC-DES 6,7	**Literacy** 9-10 RST 2,4 91-0 WHST 2 **Math** **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		manipulation of fonts and typefaces, contrast, consistency, white space, alignment, color, and hierarchy. ● Identify and apply methods for creating perspective such as adding backgrounds, light sources, shades, shadows, and scale to capture a focal point and create the illusion of depth. ● Identify and apply three-dimensional effects such as foreground, middle distance, and background images. ● Name key ideas in color theory. ● Predict the effect of changing and mixing colors. ● Analyze the impact of different colors on visibility, mood, and accessibility. ● Compare and contrast the impact of warm and cool colors. ● Describe the spectral colors within the visible light spectrum. ● Define and explain the terminology related to color (e.g., Chroma, lightness, saturation, hue, intensity, luminance/value, shade, and tint). ● Describe and experiment with the difference between additive and subtractive color mixing. ● Compare and contrast different types of color models used in digital design (e.g., RGB, CMYK, Pantone Color Matching System, and HEX). ● Explore how different combinations of spectral colors in the visible light spectrum articulated in various relationships (e.g., complimentary, analogous, monochromatic) can tell different visual stories.			

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		● Analyze the impact of mixing varying combinations of color to alter mood and setting in a visual story. ● Apply color theory to a digital design. ● Match core principles of design to artifacts. ● Identify specific examples of core principles of design and the impact on the viewer. ● Recognize the design process of analysis, research, selection and implementation and evaluation by use of a rendering, model, sketch. ● Identify how designs are communicated through representation. ● Demonstrate application of basic hand drawing. ● Demonstrate with a rough hand sketch examples of elements of design. ● Describe how Computer Aided Design and other technologies have impacted the field of design.			
Weeks 12 **Unit: Communication and Employability Skills**	● What is the importance of good communication? ● What does it mean to be a professional? ● What is the role of various employees in a particular design field? ● What is the importance of critical thinking to solving problems? ● What is the importance of teamwork? ● What are some important social issues of concern in the workplace?	● Describe the communication process, the importance of listening and speaking skills and their relationship to job performance. ● Describe the importance of good reading and writing skills and their relationship to job performance. ● Present written and oral communication in a clear, concise, and effective manner, including explaining and justifying actions. ● Describe professional standards and employability skills, including the role of an employee in the design field. ● Explain and demonstrate workplace professionalism	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Group Projects: Integrated into units	**Career Ready Practices** CRP 1,4,12 **Cluster Standards** ST 5 AR 5 **Pathway Standards** AC-DES 2	**ELA** 9-10 ELA R 2,4 9-10 W 2 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 2 9-10 WHST 2 **Math** **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		including dependability, positive attitude, work ethic, flexibility, physical and mental resilience. ● Describe the role of professional organizations, relevant trade unions, and student organizations aligned with professional organizations such as International Interior Design Association (IIDA), American Society of Interior Designers (ASID). ● Explain the importance of critical thinking and how to solve problems. ● Describe and demonstrate how to work in a team environment and how to be an effective contributor ● Explain how to resolve conflicts with co-workers and supervisors. ● Explain how to give and receive constructive feedback. ● Demonstrate time-management skills in prioritizing tasks, following schedules, and performing goal-relevant activities in a way that produces efficient results. ● Demonstrate punctuality, dependability, reliability, and responsibility in performing assigned tasks. ● Explain the importance of an awareness of cultural diversity and respect for differences in the workplace. ● Identify and describe various social issues of concern in the workplace.			
Week 13 **Unit:** **Design Process** **(note if students do not have the background from**	● What is the design process ● What are the steps in a design process? ● What might happen if some components of the design process are eliminated?	● Describe the design process. ● Identify steps in the design process. ● Explain potential impacts of skipping one or more steps in the design process. ● Explain why the process is critical.	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations	**Career Ready Practices** CRP 1,2,4 **Cluster Standards** ST-2 AR 1	**ELA** 9-10 R 2,4 9-10 S 2 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 2 9-10 WHST 2

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
grade 8, then this will need to be expanded with more detail and experience with an iterative design process)	• Why is working through a design process important? • How is the design process applied?	• Reflect on previous experiences (8th grade technology class is centered on the design process) and how the design process was implemented or how it was embedded in the initial experience in this course.	• Teacher Observation and/or Checklist • Group Projects • Student Portfolio		**Math**
				Pathway Standards ST-ET 1,4,5 AC-DES 1,2,7	**Science**
Weeks 14-15 **Unit: Career Exploration**	• What are some careers that apply design thinking and principles of design? • What types of skills do they require? • What is the typical career path for design professionals? • What are some careers that intrigue me? • What are the skills, talents, and interests that I have? • How is a portfolio established and updated? • What are goals for further exploration?	• Identify different careers available that incorporate design. • Identify the types of skills they require. • Research and summarize the current and future outlook for jobs in design careers. • Describe the typical career path for design professionals. • Identify different ways to pursue a career design field. • Identify an area of interest in design and investigate its entry-level and advancement requirements and its growth potential. • Identify personal strengths, skills, talents, and interests. • Establish a personal portfolio. • Articulate a career and learning goals.	**Written:** • Written Assignments • Quizzes/Tests • Written Reflection **Performance:** • Class Presentation and Demonstrations • Teacher Observation and/or Checklist • Student Portfolio	**Career Ready Practices** CRP 1,4,7,10	**ELA** 9-10 R 1,2,4 9-10 W 2,6,7,8 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards ST 5 AR 1,3 AC-7	**Literacy** 9-10 RST 2 9-10 WHST 2
					Math
				Pathway Standards	**Science**
Weeks 16-20 **Unit: Exploration in Communication Design**	• What is communication design? • What are examples of problems that professionals solve in this field? • What are examples of products produced in this field? • How is the design process applied?	• Articulate what is communication design. • Describe some of the problems and solutions that this field works with. • Identify examples of products professionals might work with in this field. • Given a set problem, constraints, user requirements, and materials; demonstrate application of design process and principles of design to create a prototype to solve the provided problem within this pathway.	**Written:** • Written Assignments • Quizzes/Tests • Written Reflection **Performance:** • Class Presentation and Demonstrations • Teacher Observation and/or Checklist • Group Project • Student Portfolio	**Career Ready Practices** CRP 1,4,6,8,12	**ELA** 9-10 R 1,2,4 9-10 W 2,5,6,7 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards ST 2,3,6 AR 1,2,3,4 IT 1,2,3,4,9	**Literacy** 9-10 RST 1,2 9-10 WHST 2,5
					Math
				Pathway Standards ST-ET 1,2,3,4,5 AR-PRT 1,2,3 AR-VIS 2 IT-WD 1,2,3,4,5,7,8,10	**Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 21-25 **Unit: Exploration in Architecture, Environmental and Interior Design**	• What is Architecture, Environment, and Interior Design? • What are examples of problems that professionals solve in this field? • What are examples of products produced in this field? • How is the design process applied?	• Articulate what is architecture, environmental and interior design. • Describe some of the problems and solutions that this field works with. • Identify examples of products professionals might work with in this field. • Given a set problem, constraints, user requirements, and materials; demonstrate application of design process and principles of design to create a prototype to solve the provided problem within the architecture, environmental and interior design pathway.	**Written:** • Written Assignments • Quizzes/Tests • Written Reflection **Performance:** • Class Presentation and Demonstrations • Teacher Observation and/or Checklist • Group Project • Student Portfolio	**Career Ready Practices** CRP 1,4,6,8,12	**ELA** 9-10 R 1,2,4 9-10 W 2,5,6,7 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards ST 2,3,6 AR 1,2,3,4 AC 1,6	**Literacy** 9-10 RST 1,2 9-10 WHST 2,5
					Math
				Pathway Standards CRP 1,4,6,8,12 AR-VIS 2 AC-DES1,2,3,5,6,7	**Science**
Week 26 **Unit: Digital Literacy and Safety**	• What does it mean to be a good digital citizen? • How is a source evaluated for reliability and validity? • What are some important rules for internet and online safety? • How are technology tools applied? • What is a professional portfolio and how is it useful? • How is a professional profile established?	• Explain what being a good digital citizen means. • Explain information literacy. • Evaluate varied sources for reliability and validity. • Explain the ethical use of digital resources. • Explain what a digital footprint is. • Explain how to handle digital communication. • Describe how to protect yourself online, including verifying someone's online identity, verifying that a link is safe, and identifying online scams. • Explain the ways that people can protect their personal privacy online. • Identify ways to recognize and stop cyberbullying. • Demonstrate safe and appropriate use of technology and digital tools to archive and share professional portfolio and profile.	**Written:** • Written Assignments • Quizzes/Tests • Written Reflection **Performance:** • Class Presentation and Demonstrations • Teacher Observation and/or Checklist • Student Portfolio	**Career Ready Practices** CRP 1,3,4,5,9,10,11	**ELA** 9-10 R 2,4 9-10 W 2 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards AR 6 IT 4,8	**Literacy** 9-10 RST 2 9-10 WHST 2
					Math
				Pathway Standards	**Science**
Weeks 27-31 **Unit:**	• What is Interaction and Industrial Design? • What are examples of problems that	• Articulate what is Interaction and Industrial design.	**Written:** • Written Assignments • Quizzes/Tests • Written Reflection	**Career Ready Practices** CRP 1,4,6,8,12	**ELA** 9-10 R 1,2,4 9-10 W 2,5,6,7 9-10 SL 1,3,4,5,6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Exploration in Interaction and Industrial Design	professionals solve in this field? ● What are examples of products produced in this field? ● How is the design process applied in this field?	● Describe some of the problems and solutions that this field works with. ● Identify examples of products professionals might work with in this field. ● Given a set problem, constraints, user requirements, and materials; demonstrate application of design process and principles of design to create a prototype to solve the provided problem within the interaction and industrial design pathway.	**Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Group Projects ● Student Portfolio		9-10 L 1,2,3,4,6
				Cluster Standards **AR 1,2,3,4**	**Literacy** 9-10 RST 1,2 9-10 WHST 2,5
					Math
				Pathway Standards CRP 1,4,6,8,12 AR-VIS 2	**Science**
Weeks 32-36 **Unit: Exploration in Fashion Design**	● What is Fashion Design? ● What are examples of problems that professionals solve in this field? ● What are examples of products produced in this field? ● How is a design process applied in this field?	● Articulate what is fashion design. ● Describe some of the problems and solutions that this field works with. ● Identify examples of products professionals might work with in this field. ● Given a set problem, constraints, user requirements, and materials; demonstrate application of design process and principles of design to create a prototype to solve the provided problem within the fashion design field.	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Group Projects ● Student Portfolio	**Career Ready Practices** CRP 1,4,6,8,12	**ELA** 9-10 R 1,2,4 9-10 W 2,5,6,7 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards AR 1,2,3,4	**Literacy** 9-10 RST 1,2 9-10 WHST 2,5 **Math**
				Pathway Standards CRP 1,4,6,8,12 AR-VIS 2	**Science**
Weeks 37-39 **Unit: Introduction to 2-Dimensional Representation**	● What are two dimensional representations? ● When are 2-dimensional representations implemented? ● How are the elements of and principles of design applied? ● What materials and mediums are used? ● How is data or criteria used to determine what medium to use? ● What techniques are used?	● Identify and share examples of two-dimensional representations such as stretching, drafting, photography, painting, illustration. ● Explain what type of designs two-dimensional representations are effective and efficient. ● Identify materials and tools used for two-dimensional representation. ● Identify elements or principles of design in a two-dimensional artifact. ● What techniques are employed in two-dimensional representation?	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Individual and Group Projects	**Career Ready Practices** CRP 1,2,4,6,11	**ELA** 9-10 R 2,4 9-10 W 2 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards AC 6	**Literacy** 9-10 RST 2 9-10 WHST 2
				Pathway Standards AR-VIS 3 AC-DES 6,7	**Math**
					Science

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Week 40 **Unit:** **Employability and Career Coaching**	• What can be learned from design professionals? • How might I view the design process differently? • How does a professional portfolio communicate skill, interests, talents, and learning? • What are current goals?	• Participate in the Career Coaching process. • Participate in the Job Shadowing process with local design professionals. • Summarize observations from interviews and visits. • Summarize learning and growth from the year. • Update and include reflections in portfolio.	**Written:** • Written Assignments • Written Reflection **Performance:** • Class Presentation and Demonstrations • Teacher Observation and/or Checklist • Student Portfolio	**Career Ready Practices** CRP 1,4,10	**ELA** 9-10 W 2,3 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards ST 5 AR 1 AC 7	**Literacy** 9-10 RST 2 9-10 WHST 2
				Pathway Standards	**Math**
					Science

Syracuse City School District
Career and Technical Education Program
Course Syllabus Level 200
Creative Expression and Design

Program Overview

The Creative Expression and Design Pathway is a four-year program designed to teach students the fundamentals of design thinking and design process as it specifically applies to Communication Design, Architecture, Environmental and Interior Design, Fashion Design, and Industrial and Interaction Design. Lab safety protocols, creative thinking, communication, problem solving, research, communication, and presentation skills are core to this program. Students will learn broad concepts and applications to varied fields of design. They will have first-hand experience in the iterative design process as they apply critical thinking and research to solve a problem or need as they listen and gather information from end-users, conceptualize the solution, develop, and test prototypes or representations and respond to feedback to refine the final product. Students will participate in career coaching as they interview, interact with, and observe professionals in this field. They will participate in field-based learning as they grapple with real world problems and examples, and work alongside experienced practitioners. Students will have a unique opportunity to work with faculty and students from Syracuse University School of Design. Students will use state of the art equipment with industry standards software to design, build and present project prototypes and design ideas. The program will culminate with students completing a field-based internship and an extended project within the focus area of their interest. Teamwork, communication, time-management, and public presentations are incorporated throughout the program. Students will be prepared to enter the field in an entry position or to continue their education through post-secondary programs.

Course Description

Students in the second year of Creative Expression and Design expand the foundational skills from year one to start to develop a deeper understanding of what is design and visual communication. Implementation of the design process and thinking from year one is the focus for this second year. Application of elements of art and principles of design through the exploration of the purposeful arrangement of images, symbols and text to communicate a message is central as students develop projects. Students are exposed to broader concepts such as the impact of historical and other influences on design and meaning(messaging), including the influence and role of technology. Ethics, sustainability, and constructive feedback are incorporated into the coursework. Students continue to develop career awareness, as they build their skills and talents. They will refine their communication, teamwork, and presentation skills as they build confidence. Development of language habits and approaches to both offer critique and receive critique are fundamental as they continue to present their work and build their portfolio.

Work-Based Learning

Students will be connected with professionals in the design field. These professional connections may include interviews, field trips to local businesses, virtual field trips to other locations, presenting their learning and work samples to professionals, advanced students, job shadowing and career coaching. It is expected that these experiences will lead to opportunities for direct job training and real-world experience in an internship opportunity prior to completion of the program. Students will create and maintain a portfolio of their experiences to document the development of their skills, including a professional resume.

Pre-Requisites

Creative Expression and Design 100

Course Objectives

- Students will identify and explain what fosters and sustains creativity.
- Students will demonstrate employing varied perspectives, experiences, and empathy to view problems differently.
- Students will explain the evolution and influences in the field of design.
- Students will identify and demonstrate use of basic tools and materials.
- Students will demonstrate techniques to cut, fasten and manipulate common materials.

- Students will demonstrate development of language skills and habits for creation of relevant, concise questions, using open language, and language focused on a third point and not a person.
- Students will identify means to protect their sense of self when critiqued.
- Students will reflect, evaluate, and respond to critique.
- Students will demonstrate employment of a variety of techniques and mediums for two-dimensional representation.
- Students will demonstrate employment of a variety of techniques and mediums for three-dimensional representations.
- Students will demonstrate application of a variety of technology tools for digital representation.
- Students will demonstrate respect for intellectual property and protected materials.
- Students will follow protocols for using and accessing intellectual property and protected materials.
- Students will conduct cost benefit analysis to guide decisions on sustainability.
- Students will demonstrate effective communication and presentation skills.
- Students will demonstrate learning through portfolio artifacts and reflection.

Integrated High School Academics

TBD

Concurrent College Enrollment

TBD
Possible SUPA DES 248 (Design Issues) and DES 324 (Creative Problem Solving)

Equipment and Supplies

- **School will provide:** All necessary lab and classroom equipment.
- **Students will provide:** A notebook for taking and saving notes, pen/pencils, USB thumb drive to save/transfer data.

Textbook

TBD

Grading

20% Class attendance/ Participation
20% Quizzes/Assignments
50% Project Work
10% Portfolio

Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time. Deadlines and being on time are a major part of being a professional.
- Produce their best work, including being prepared for presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects.
- Seek help when needed.
- Be attentive, ask questions if they do not understand something, and offer their opinions.
- Use Microsoft 365 and other identified technology hardware and software for preparing, sharing, and archiving all work.
- Give credit and use proper citations for all research and project ideas.

Course Calendar

Quarter	Units of Study
1	• Review of Class Expectations and Safety • Creative Process and Problem Solving • History of Design and Visual Communication(start)
2	• History of Design and Visual Communication • Materials and Process • Career Development and Employability: Portfolios, Critique and Reflection • Two-Dimensional Representation (start)

3	• Two-Dimensional Representation • Three-Dimensional Representation • Digital Representation (start)
4	• Digital Representation • Career Exploration: Getting the Most from Job-Shadow and Career Coaching • Critique and Response • Ethics and Sustainability • Career Exploration, Employability and Reflection

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
Creative Expression and Design
Level 200

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Week 1 **Unit:** **Review of Class Expectations and Safety**	• What are the expectations for students in the Creative Expression and Design program? • How do I protect myself and others from physical harm? • What does it mean to take responsibility and leadership for maintaining a safe environment? • What laws and regulations guide safe practices? • What is OSHA and what core areas are included? • What are personal learning goals for this year?	• Identify class procedures, routines, and expectations. • Demonstrate following safety protocols for class, lab, and use of materials and equipment. • Inspect and maintain a safe working environment. • Articulate federal, state, and local safety and legal requirements. • Identify core ideas in OSHA safety requirements. • Reflecting on the previous year, evaluate interests, personal strengths, and gaps to create learning goal(s) for the year.	**Written:** • Written Assignments • Quizzes/Tests • Written Reflection **Performance:** • Class Presentation and Demonstrations • Teacher Observation and/or Checklist	**Career Ready Practices** CRP 1,3,4,10 **Cluster Standards** ST 3 AR-2 AC 3,7 **Pathway Standards**	**ELA** 9-10 R 1,2,4 9-10 W 2,5 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 2 9-10 WHST 2 **Math** **Science**
Weeks 2–9 **Unit:** **Creative Process and Problem Solving** **SUPA DES 324**	• How do designers become inspired? • What is the difference between creativity and creative ability? • Why is creative thinking key for many careers? • How can creativity be fostered? • What is innovation? • How can one see things differently? • Why might play or a playful approach support creativity? • What is the difference between conscious and unconscious thought? • What is the difference between creativity and creative ability?	• Research and share examples of how artists/creative thinkers seek inspiration. • Compare and contrast creativity and creative ability and articulate examples of situations where one or the other is employed. • List environments and situations where creative thinking is utilized. • Articulate what research suggests about fostering creativity. • Define and give examples of innovative thinking. • Demonstrate how perspective, experience or visual illusions can shift perception so that an individual looks at a picture, situation, or concept in a new and different way. • Explain how the state of play supports creativity. • Explain the difference between conscious and unconscious thought.	**Written:** • Written Assignments • Quizzes/Tests • Written Reflection **Performance:** • Class Presentation and Demonstrations • Teacher Observation and/or Checklist • Individual or Group Projects	**Career Ready Practices** CRP 1,3,4,6 **Cluster Standards** AR 3, **Pathway Standards** AR-VIS 1,2	**ELA** 9-10 R 1,2,3,4 9-10 W 2,5,6 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 2 9-10 WHST 2,5 **Math** **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	● What are strategies to facilitate divergent thinking and ideation? ● How might norms and cognitive biases in defining problems and proposing solutions limit or support the creative process? ● What are the steps in a creative process? ● What environments and states of mind foster creativity in an individual?	● Explain why unconscious thought supports creativity. ● Compare and contrast creativity and creative ability and articulate examples of situations where one or the other is employed ● Demonstrate application of varied strategies to facilitate divergent thinking and ideation given several scenarios. ● Identify common norms and biases in thinking and articulate the role that norms and biases may have in supporting or limiting creative thinking. ● Name and define the steps in a creative thinking process. ● Given a problem, demonstrate application of creative thinking by preparation, incubation, illumination, evaluation, and verification. ● Identity for oneself when they are more likely and least likely to be creative and what fosters creativity for them individually.			
Weeks 10-12 **Unit: Design History and Visual Communications**	● How has design evolved? ● From an earlier time period, how did these designs impact subsequent designs? ● How does culture and current events impact design? ● How does application of elements of art and principles of design communicate a message? ● How does manipulation of the elements of art, principles of design, and text change a message? ● How does technology and development of materials impact designs?	● Articulate and show examples of how design has evolved through time. ● Explain and show examples of how previous artifacts impact future designs. ● Explain and give examples how culture and current events impact design. ● Demonstrate application of elements of art and principles of design along with text to express a specific message. ● Demonstrate how changing a design can change the message. ● Explain and give examples how technology and development of materials impact designs. ● Summarize how the evolution and use of computers has influenced and	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class/Public Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Group and Individual Projects	**Career Ready Practices** CRP 1,2,4,7 **Cluster Standards** ST 4 **Pathway Standards** ST-ET 4 AR-VIS 1	**ELA** 9-10 R 1,2,4 9-10 W 2,5,6,7 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 2 9-10 WHST 2,4,5,6,7 **Math** **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	● How do previous designs offer inspiration or influence future designs? ● How can information be clearly and concisely shared?	changed visual communication design and messaging. ● Articulate how previous designs can provide inspiration and influence future designs. ● Demonstrate skills to research a time period, culture or specific designer/artists and the impact or influence of that time period, culture or artists on current designs. ● Prepare a presentation that provides background information, visual aids, and an analysis of the influence or impact. ● Present findings to an authentic audience.			
Weeks 13-16 **Unit:** **Materials and Process**	● What are examples of common materials used for prototypes? ● What are examples of common materials used for representations of design ● How are representations of designs expressed through different materials? ● What are examples of common materials used for end products? ● What are key elements or structures of specific materials ● How is a specific material selected? ● What are some personal safety measures and equipment used with certain materials? ● What are environmental considerations for disposal of some material? ● What are fire precautions? ● What are basic first aid moves?	● Identify common materials encountered in fashion design, architecture, environmental and interior design, communication design and interaction and industrial design. ● Explain how varied materials are used to create representations of designs. ● Explain how materials employed in representation may be different from materials used in an end product. ● Compare and contrast varied materials with their purpose, structure, and properties. ● Analyze criteria for selection of a specific material for a given purpose. ● Demonstrate use of personal protection equipment and equipment safeguards to protect and follow safety protocols. ● Demonstrate safe and appropriate use and disposal of materials. ● Demonstrate taking fire precautions and appropriate response to fire. ● Demonstrate basic first aid. ● Identify varied cutting, fastening and manipulation tools for specific materials.	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Group and Individual Projects	**Career Ready Practices** CRP 1,2,4,11 **Cluster Standards** ST 3 AR 2 **Pathway Standards** ST-ET 6 AR-VIS 3 AC-DES 8	**ELA** 9-10 R 2,4 9-10 W 2 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 2 9-10 WHST 2 **Math** **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	● What cutting, fastening and manipulation techniques are used? ● What are common tools and equipment used to work with specific materials? ● How does technology assist manipulation of materials? ● How is a raw material transformed into a product?	● Identify how technology impacts manipulation of tools. ● Demonstrate use of technology to cut, shape, fasten materials. ● Demonstrate application of taking a raw material to create an end-product (specific materials will be at the discretion of the instructor and student).			
Week 17 **Unit: Career Development and Employability: Portfolios, Critique and Reflection**	● What is the purpose of critiques of work? ● How is critical feedback evaluated? ● How do professionals separate critique from personal criticism so as to not take it personally? ● What is warm and cool feedback? ● What makes feedback constructive? ● What are some good sentence starters for offering feedback? ● What artifacts and documentation can be added to portfolios? ● From the units complete to this point, what design pathways are of interest? ● What progress has been accomplished on learning goals and do they need revision?	● Explain the purpose of critical feedback and critique of work. ● Explain ways to set parameters on type of feedback, how to evaluate source of critique and how to synthesize the information from the feedback to decide upon revisions. ● Identify professional language and sentence starters to maintain the spirit of open curiosity and wonder rather than judgment. ● Given an example of a design (not the students), demonstrate providing quality constructive feedback. ● Demonstrate providing professional critique and feedback to a peer. ● Demonstrate reflection and analysis of feedback to inform future work. ● Evaluate experiences to articulate areas of study that are of individual interest. ● Identity artifacts and documentation to include in their portfolio. ● Reflect and revise learning goals as needed.	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Group Projects ● Student Portfolio	**Career Ready Practices** CRP 1,3,4,9,10 **Cluster Standards** ST 5 AR 2,5 AC 7 **Pathway Standards** AR-VIS 1,2,3 AC-DES 4	**ELA** 9-10 R 2 9-10 W 1,2,3 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 2 9-10 WHST 2,3,4 **Math** **Science**
Weeks 18-21 **Unit: 2-Dimensional Representation**	● What are two dimensional representations? ● When are 2-dimensional representations implemented? ● How are the elements of and principles of design applied? ● What materials and mediums are used?	● Identify and share examples of two-dimensional representations such as stretching, drafting, photography, painting, illustration. ● Explain what type of designs two-dimensional representations are effective and efficient. ● Identify materials and tools used for two-dimensional representation.	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist	**Career Ready Practices** CRP 1,2,4,6,11 **Cluster Standards** AC 6 **Pathway Standards** AR-VIS 3	**ELA** 9-10 R 2,4 9-10 W 2 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 2 9-10 WHST 2 **Math**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	• What data or criteria is used to determine what medium to use? • What techniques are used? • How are techniques, tools, and materials combined to create an artifact/representation? • How is effective messaging influenced by the application of elements of art and principles of design in a 2-dimensional design?	• Identify elements or principles of design in a two-dimensional artifact. • What techniques are employed in two-dimensional representation? • Demonstrate application of elements or principles of design in a variety of two-dimensional products using several mediums. • Demonstrate use of techniques, tools, and materials to create representations or artifacts in students' area of interest. • Demonstrate how manipulation of elements of art, principles of design and text combinate to create a message.	• Group and Individual Projects • Student Portfolio	AC-DES 6,7	**Science**
Weeks 22-25 **Unit: 3-Dimensional Representations**	• What are three dimensional representations? • When are 3-dimensional representations implemented? • How are the elements of and principles of design applied? • What materials and mediums are used? • What data or criteria is used to determine what medium is employed? • What techniques are used? • In what instances, might a 2-dimensional representation need to precede a 3-dimensional representation? • How are techniques, tools, materials combined to create an artifact?	• Identify and share examples of three-dimensional representations such as modeling, sculpture, garment construction. • Explain what type of designs and when three-dimensional representation is effective and efficient. • Identify materials and tools used for three-dimensional representation. • Identify elements or principles of design in a three-dimensional artifact. • What techniques are employed in three-dimensional representation? • Demonstrate application of elements or principles of design in a variety of three-dimensional products using several mediums. • Demonstrate use of techniques, tools, and materials to create representations or artifacts in students' area of interest.	**Written:** • Written Assignments • Quizzes/Tests • Written Reflection **Performance:** • Class Presentation and Demonstrations • Teacher Observation and/or Checklist • Group and Individual Projects • Student Portfolio	**Career Ready Practices** CRP 1,2,4,6,11 **Cluster Standards** AC 6 **Pathway Standards** AR-VIS 3 AC-DES 6,7	**ELA** 9-10 R 2,4 9-10 W 2 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 2 9-10 WHST 2 **Math** **Science**
Weeks 26-30 **Unit: Digital Representation**	• What are digital representations? • When are digital representations implemented? • How are the elements of and principles of design applied?	• Identify and share examples of digital representations such as renderings, models, etc. • Explain what type of designs lend themselves to digital representation to be effective and efficient.	**Written:** • Written Assignments • Quizzes/Tests • Written Reflection **Performance:** • Class Presentation and Demonstrations	**Career Ready Practices** CRP 1,2,4,6,11 **Cluster Standards** AR 6	**ELA** 9-10 R 2,4 9-10 W 2 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 2

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	● What are commonly used software packages? ● What data or criteria is used to determine what software is employed? ● What techniques are used? ● In what instances, might a hard representation need to precede a digital representation (planning)? ● What are the benefits of digital representation? ● What might be some drawbacks? ● How are techniques, tools, materials combined to create an artifact? ● How does the interface between intended message/communication and technology impact the message received?	● Identify materials and tools including software used for digital representation. ● Identify elements or principles of design in a digital artifact. ● Explain and demonstrate techniques employed in digital representation ● Explain when and why a 2- or 3-dimensional representation may be required before employing technology (for example, photorealistic rendering). ● Compare and contrast benefits and drawbacks of digital representation. ● Demonstrate application of elements or principles of design in a variety of digital products using technological tools and/or software. ● Demonstrate use of technological tools to create representations or artifacts in students' area of interest. ● Demonstrate how varied visual designs influence what is communicated and interpreted by the viewer.	● Teacher Observation and/or Checklist ● Group and Individual Projects	AC 6 **Pathway Standards** AR-VIS 3 AC-DES 6,7	9-10 WHST 2 **Math** **Science**
Weeks 31-32 **Unit: Career Exploration**	● How are good interview questions created? ● What can be learned from visiting businesses, non-profits, and university labs? ● How do professionals conduct themselves in the field? ● How do professionals respond to deadlines, failures, and critiques? ● What can be learned from professionals' experiences in self-care and maintaining self-identity? ● How is teamwork demonstrated? ● How can information be shared?	● Demonstrate creation of questions to elicit specific information. ● Summarize notices and observations regarding professional dress, language, work space, interactions with colleagues, teamwork, time-management etc. ● Summarize information from interviews with professionals in design fields. ● Within a team of peers, present and share information to create a summary. ● Reflect on the impact of the job shadowing and career coaching interviews to create a personal statement regarding vision for their future.	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Group and Individual Projects ● Participation in Job Shadowing and Career Coaching including interviews ● Student Portfolio	**Career Ready Practices** CRP 1,4,7,10 **Cluster Standards** ST 5 AR 1,5 AC 7 **Pathway Standards**	**ELA** 9-10 R 1,2,4 9-10 W 2,3 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 2 9-10 WHST 2 **Math** **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	● How is information gleaned from interviews, conversations and observation synthesized and summarized? ● What is a personal statement/vision?				
Week 33 **Unit: Critique and Response**	● How do sentence starters and open language foster or support useful and constructive feedback or critique? ● How are critical points evaluated for application or usefulness? ● How does an author of creative work navigate ego and self-identity during a critique process?	● Demonstrate use of open language (such as "I wonder, what if, have you considered"). ● Demonstrate by participating in a critique of a selected representation from previous units for a peer or group of peers. ● Reflect and evaluate feedback received and create a response. ● Demonstrate respect and professional interactions during a critique experience. ● Demonstrate grounding and self-care during a critique experience.	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Group and Individual Projects ● Student Portfolio	**Career Ready Practices** CRP 1,3,4,9,12, **Cluster Standards** AR 3 **Pathway Standards** AR-VIS 1,2,3	**ELA** 9-10 R 1,2,4 9-10 W 2,3 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 2 9-10 WHST 2 **Math** **Science**
Weeks 34-39 **Unit:** **Ethics and Sustainability** **SUPA DES 248 (Design Issues)**	● What are issues relevant to design disciplines and wider society? ● How is protected property maintained? ● How is protected property shared?	● List possible issues relevant to design disciplines and wider society around technology, health, social justice and environment. ● Model respect for intellectual property. ● Explain how to obtain permission to use protected material.	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations	**Career Ready Practices** CRP 1,4,5,7,8,9,12 **Cluster Standards** AR 3 AC 3 IT 4	**ELA** 9-10 R 1,2,3,4 9-10 W 1,2,5,6,7 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 1,2,4 9-10 WHST 1,2,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	● How can protected property be accessed to incorporate into other work? ● What are consequences or ramifications of theft of intellectual property? ● What does a basic contract include? ● What does basic contractual language mean? ● What other regulations and policies guide work within the field of design? ● What are possible implications of Artificial Intelligence and other technological issues? ● How might a design impact the environment? ● What environmental concerns may there be regarding use of technique, tools, and materials? ● How can materials be disposed of in a responsible manner? ● What may be social concerns or impact with design? ● How might a design consider the needs of different populations (i.e. age, ability, location)? ● What is ADA, universal design and what is the impact? ● How might a design impact social justice or be inclusive of a diverse population? ● What may be health concerns that a design might need to address? ● How is cost estimated from a design?	● Explain consequences of copyright infringement. ● Demonstrate use of crediting others for their intellectual property. ● Explain the function of royalties and licensing. ● Explain basic language used in contracts. ● Summarize a contract providing permission for use of protected material. ● Understand and comply with regulations of governing authority such as federal, state, local or school district or employer. ● Summarize possible impact of AI and other technological advances. ● Name ways to identify and protect work from unethical technological use. ● Connect environmental concerns/issues with practice of design. ● Identify some potential environmental concerns regarding sourcing, use, durability, and disposal related to the use of specific techniques, tools and technologies, and materials. ● Demonstrate responsible disposal of materials. ● Articulate design practices that are respectful or mindful of wider environmental issues. ● Explain what may be social concerns or impact of a design. ● Explain what ADA is and how to implement universal design. ● Articulate design practices that are respectful of or mindful of social justice or diverse populations. ● Summarize how a design might support better health or might be detrimental to health. ● Explain how a design provides data for estimating a project costs.	● Teacher Observation and/or Checklist ● Group and Individual Projects	**Pathway Standards** AC-DES 4,5	**Math** **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	● How is cost effectiveness determined? ● How is a cost benefits analysis determined? ● What types of data inform a cost benefits analysis? ● How are ethics, sustainability and other factors that are not easily quantifiable accounted for? ● How does a cost benefit analysis support effective, efficient, and sustainable, earth friendly, economically sound, and socially responsive decision making? ● How do personal values and beliefs guide work and designs?	● Explain factors for determining cost effectiveness. ● Explain cost benefit analysis. ● Identity key data points (including societal, technological, health and environmental) for an effective cost benefit analysis. ● Explain possible criteria for deciding whether to use a material, process, technique, or technology based on cost benefits analysis. ● Demonstrate the process of cost benefit analysis and decision making for ethical and sustainable design thinking. ● Articulate personal beliefs, values, and corresponding actions regarding issues relevant to design disciplines and wider society around technology, health, social justice, and environment.			
Week 40 **Unit:** **Career Exploration, Employability and Reflection**	● What are potential careers of interest? ● What talents, skills and dispositions are beneficial in this career? ● What is the employment outlook for a career of choice? ● How does a portfolio highlight and support career goals?	● Identify potential careers to learn about further. ● Research a career of interest regarding talents, skills and dispositions needed for that career. ● Research career outlooks for employment, salary and work-life balance and employment environment. ● Summarize and present research to peers. ● Hypothesize how a portfolio highlights and supports career goals. ● Demonstrate updating and organizing reflection pieces to highlight personal growth. ● Reflect on learning goals for the year.	**Written:** ● Written Assignments ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Student Projects ● Student Portfolio	**Career Ready Practices** CRP 1,4,10 **Cluster Standards** ST 5 AR 5 AC 7 **Pathway Standards**	**ELA** 9-10 R 1,2,4 9-10 W 2,5,6,7 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** 9-10 RST 2 9-10 WHST 2,5,6,7 **Math** **Science**

Syracuse City School District
Career and Technical Education Program
Course Syllabus Level 300
Creative Expression and Design

Program Overview

The Creative Expression and Design Pathway is a four-year program designed to teach students the fundamentals of design thinking and design process as it specifically applies to Communication Design, Architecture, Environmental and Interior Design, Fashion Design, and Industrial and Interaction Design. Lab safety protocols, creative thinking, communication, problem solving, research, communication, and presentation skills are core to this program. Students will learn broad concepts and applications to varied fields of design. They will have first-hand experience in the iterative design process as they apply critical thinking and research to solve a problem or need as they listen and gather information from end-users, conceptualize the solution, develop, and test prototypes or representations and respond to feedback to refine the final product. Students will participate in career coaching as they interview, interact with, and observe professionals in this field. They will participate in field-based learning as they grapple with real world problems and examples, and work alongside experienced practitioners. Students will have a unique opportunity to work with faculty and students from Syracuse University School of Design. Students will use state of the art equipment with industry standards software to design, build and present project prototypes and design ideas. The program will culminate with students completing a field-based internship and an extended project within the focus area of their interest. Teamwork, communication, time-management, and public presentations are incorporated throughout the program. Students will be prepared to enter the field in an entry position or to continue their education through post-secondary programs.

Course Description

Creative Expression and Design 300 focuses on going deeper into pathways of fashion design, communication design, architecture, environmental and interior design, and interaction and industrial design. Students will examine how artistic techniques effectively communicate ideas and information to audiences through varied forms of representation including digital. Students will apply and extend their learning as they further develop and refine their collaboration, research, and design skills. Students will have the opportunity to showcase their application of design and production through printed media, digital and interactive media. Research, job shadowing and career coaching opportunities will facilitate students to further focus their career goals. Following this year, students will be set for success for a small group or independent extended project and an internship experience.

Work-Based Learning

Students will be connected with professionals in the design field. These professional connections may include interviews, field trips to local businesses, virtual field trips to other locations, presenting their learning and work samples to professionals, advanced students, job shadowing and career coaching. It is expected that these experiences will lead to opportunities for direct job training and real-world experience in an internship opportunity prior to completion of the program. Students will create and maintain a portfolio of their experiences to document the development of their skills, including a professional resume.

Pre-Requisites

Creative Expression and Design 100 and 200

Course Objectives

- Students will demonstrate effective communication, presentation, teamwork, conflict resolution and collaboration skills.
- Students will demonstrate decision making protocols in design.
- Students will apply interview, research, and job shadowing experiences to facilitate development of career goals.
- Students will apply skills and knowledge across the four pathways (fashion, interaction and industrial, communication, and architecture, environmental and interior) to:
    - Identify the type of problems and needs each pathway addresses.
    - Identify processes, tools, techniques, and materials commonly used.
    - Identify social, environmental, economic, and cultural influences on designs.
    - Explain the role and impact of technology in that pathway.
    - Apply design thinking to modify and create a unique design.
- Students will examine history and past innovators to trace influences and impact on current design.

- Students will demonstrate taking care of their well-being both mentally and physically.
- Students will continue to refine portfolio and presentation skills.

Integrated High School Academics

TBD

Concurrent College Enrollment

TBD
May include SUPA DES 304 (Collaborative Design)

Equipment and Supplies

- **School will provide:** All necessary lab and classroom equipment.
- **Students will provide:** A notebook for taking and saving notes, pen/pencils, USB thumb drive to save/transfer data.

Textbook

TBD

Grading

20% Class attendance/ Participation
20% Quizzes/Assignments
50% Project Work
10% Portfolio

Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time. Deadlines and being on time are a major part of being a professional.
- Produce their best work, including being prepared for presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects.
- Seek help when needed.
- Be attentive, ask questions if they do not understand something, and offer their opinions.
- Use Microsoft 365 and other identified technology hardware and software for preparing, sharing, and archiving all work.
- Give credit and use proper citations for all research and project ideas.

Course Calendar

Quarter	Units of Study
1	• Review of Class Expectations and Safety • Collaborative Design • Graphic Design and Digital Media Design and Production • Career Exploration: Employment outlook, Life-style and Futuring
2	• Deeper into Fashion Design incorporating Commercial Graphic and Digital Media Design • Deeper into Interaction and Industrial Design incorporating Commercial Graphic and Digital Media Design (start)
3	• Deeper into Interaction and Industrial Design incorporating Commercial Graphic and Digital Media Design • Deeper into Architecture, Environment and Interior Design incorporating Commercial Graphic and Digital Media Design • Deeper into Communication Design incorporating Commercial Graphic and Digital Media Design (start)
4	• Deeper into Communication Design incorporating Commercial Graphic and Digital Media Design • Research: History and Innovators • Wellness and Self-Care • Career Exploration, Employability and Reflection

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
Creative Expression and Design
Level 300

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Week 1 **Unit:** **Review of Class Expectations and Safety**	• What are the expectations for students in the Creative Expression and Design program? • How do I protect myself and others from physical harm? • What does it mean to take responsibility and leadership for maintaining a safe environment? • What laws and regulations guide safe practices? • How is OSHA certification obtained? • What are personal learning goals for this year?	• Identify class procedures, routines, and expectations. • Demonstrate following safety protocols for class, lab, use of materials and equipment. • Inspect and maintain a safe working environment. • Articulate federal, state, and local safety and legal requirements. • Demonstrate competence by completing requirements to obtain OSHA certification. • Reflecting on the previous year, evaluate interests, personal strengths, and gaps in order to create learning goal(s) for the year.	**Written:** • Written Assignments • Quizzes/Tests • Written Reflection • OSHA 10 hour certification **Performance:** • Class Presentation and Demonstrations • Teacher Observation and/or Checklist	**Career Ready Practices** CRP 1,3,4,9,10 **Cluster Standards** ST 3 AR 2,3,5 AC 3,7 **Pathway Standards**	**ELA** 11-12 R 2,4 11-12 W 2 11-12 SL 1,4,5,6 11-12 L 1,2,3,4,6 **Literacy** 11-12 RST 2,4 11-12 WHST 2 **Math** **Science**
Week 2-6 **Unit:** **Collaborative Design** **SU DES 304**	• What is collaboration? • What skills contribute to successful collaborations? • Why is collaboration beneficial? • How are effective teams formed? • When might it be beneficial to have the same interests and talents or to have mixed interest, experiences? • How do disagreements get resolved? • How is participation and balanced voices from all group members fostered? • How are collaborative skills efficiently and effectively employed to solve a problem?	• Compare and contrast collaboration and cooperation and individual approaches. • Define collaboration. • Identify skills to contribute to effective collaboration. • Explain the benefits of collaboration vs individual approach. • Describe developmental stages that foster successful teamwork. • Demonstrate language and actions to resolve disagreements. • Demonstrate strategies to have all group members participate and have their voices heard and acknowledged. • Describe examples of when similar groups or diverse groups may be beneficial. • Demonstrate efficient and effective collaboration as groups employ a problem solving process to produce a	**Written:** • Written Assignments • Quizzes/Tests • Written Reflection **Performance:** • Class Presentation and Demonstrations • Teacher Observation and/or Checklist • Group and Individual Projects	**Career Ready Practices** CRP 1,2,4,5,6,8,9,12 **Cluster Standards** AR 1 AC 4,5 IT 3 **Pathway Standards** AC-DES 2,4	**ELA** 11-12 R 2,4 11-12 W 2 11-12 SL 1,4,5,6 11-12 L 1,2,3,4,6 **Literacy** 11-12 RST 2,4 11-12 WHST 2 **Math** **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	● What other disciplines may impact the genesis of a design? ● How do other disciplines impact design thinking or process? ● What might collaboration and consultation with other professionals regarding sustainable systems, organic design; impact of technology, and the role of humanities, social sciences, natural and physical science look like? ● What factors into decision making? ● What is a decision-making process or protocol? ● How are criteria for decision making determined? ● How might a design be better when completed collaboratively?	conceptual design and presentation to address the problem. ● Identify other disciplines that may impact design decisions. ● Describe examples and instances where other disciplines interact, impact or influence design decisions. ● Explain how other disciplines interact with design. ● Demonstrate effective collaboration and productive teamwork skills. ● Summarize factors contributing to the need to consult with or collaborate with other disciplines. ● Describe a decision-making process. ● Demonstrate following a decision-making process with varied strategies and protocol. ● Describe types of criteria for decision making and how to decide what to use given a particular situation. ● Applying collaboration and teamwork skills, demonstrate a design project that incorporates information from other disciplines.			
Weeks 7-9 **Unit: Graphic Design and Digital Media Design and Production**	● How are digital media projects designed, created, edited, and published? ● How does technology support creation and communication? ● How are the principles of design applied to digital media projects? ● What are key factors determining if a design is feasible?	● Apply skills and knowledge regarding collaborative design, create a representation for a digital media project. ● Select appropriate software for a digital media project. ● Apply principles of design to a digital media project. ● Create and manipulate digital media using a variety of techniques and software applications.	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Group and Individual Projects	**Career Ready Practices** CRP 1,2,4,5,6,8,11,12 **Cluster Standards** AR 1,6 IT 7,11,12 ST 1,6	**ELA** 11-12R 1,2,3,4,7,8,9 11-12W 2,3,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 **Literacy** 11-12RST 1,2,4,7,8,9 11-12WHST 2,3,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	● How is the success of a project determined?	● Analyze options and costs for a digital media project. ● Apply project management principles to create professional quality digital media projects.		**Pathway Standards** AR-AV 2,3,4 AR-PRT 2 AR-VIS 2,3 IT-PRG 2,3,6,7 IT-WD 1,2,3,4,5,6,7 ST-ET 1,3,5,6	**CSDF** 9-12.IC.1,7 9-12.CT.6,7,8,9,10 9-12.NSD.2,3,4,5 9-12.DL.1,2,4,5,6,7
Week 10 **Unit: Career Exploration**	● What are some local, regional, and national places of employment for designers? ● What can be learned from a visit? ● What can be learned from an interview/conversation? ● What type of working environments are there? ● What is the life-work balance? ● What are career prospects after entry level? ● What is a potential career pathway of interest? ● What are the educational and experience requirements for this career pathway?	● Identify employers for designers locally, regionally, and nationally. ● Participate in a few visits to businesses, nonprofits, etc. that hire designers. ● Summarize observations, highlights of interviews and conversations, ● Present information to peers using clear concise language, visual aids, and engaging format. ● Evaluate what type of working environment, life-work balance and other desired criteria is best aligned to personal goals and lifestyle vision. ● Identify a potential career pathway and trajectory as career advances. ● Identify educational and experiential requirements for this career pathway. ● Summarize research regarding employment outlook for this career	**Written:** ● Written Assignments ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Group and Individual Projects	**Career Ready Practices** CRP 1,4,7,10	**ELA** 11-12 R 1,2,4 11-12 W 2,5,6,7 11-12 SL 1,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards ST 5 AR 3,5 AC 7	**Literacy** 11-12 RST 2,4 11-12 WHST 2,5,6,7
				Pathway Standards	**Math**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	● What is the employment outlook for this career path-including salaries)? ● What are the benefits (personal, fiscal) and drawbacks of this career path? ● How can information be shared to collectively build a shared body of knowledge? ● How can career goals and pathways to achieve goals be expressed?	path (including salary and location of employment). ● Compare and contrast the benefits and drawbacks of this career pathway. ● Present a summary of research and experiences to peers. ● Synthesis the information from research, career coaching, and job shadow experiences to articulate goals and create a vision board.			**Science**
Weeks 11-16 **Unit:** **Deeper into Fashion Design incorporating Commercial Graphic and Digital Media Design**	● What types of problems or needs does this pathway address (what is the purpose)? ● What are types of fabric? ● What are basic construction techniques? ● What is patterning? ● How is a garment modified and adjusted for appearance, function or fit? ● What influences fashion?	● Identify examples of problems or needs this pathway may address. ● Identity types of fabric and properties of common fabrics. ● Demonstrate basic sewing construction techniques. ● Demonstrate use of patterns to guide work. ● Demonstrate modification of a garment to change appearance, function or fit. ● Identify social, economic, and cultural influences on fashion.	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Group and Individual Projects ● Student Portfolio	**Career Ready Practices** CRP 1,2,4,5,6,7,8,9,11,12 **Cluster Standards** ST 2,3,4,6 AR 2,6 **Pathway Standards** ST-ET 1,2,3,4,5,6 AR-VIS 2,3	**ELA** 11-12 R 2,4 11-12 W 2 11-12 SL 1,4,5,6 11-12 L 1,2,3,4,6 **Literacy** 11-12 RST 1,2,4,7 11-12 WHST 2 **Math** **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	● How does technology enhance design and construction of garments? ● How is a concept design represented? ● What is the role of graphic design and production in communicating design to a client? ● How is design thinking realized into a product?	● Explain how technology such as, but not limited to, programmable machines and digital rendering have changed the design and production of fashion. ● Demonstrate use of artistic techniques to effectively communicate ideas and information to a client. ● Demonstrate application of graphic designs and production by presenting to a client through the use of printed, digital and/or interactive media to effectively communicate the conceptual design. ● Demonstrate application of a design to a garment (may be an existing garment or created depending on student previous experiences and skill) including creation of the problem statement based on a need or problem, research into previous innovations and approaches to solve the problem, development of a prototype, obtaining feedback, evaluation of feedback to implement revisions, and showcase or present final product.			
Weeks 17-22 **Unit: Deeper into Interaction and Industrial Design incorporating Commercial Graphic and Digital Media Design**	● What types of problems or needs does this pathway address (what is the purpose)? ● What are types of materials? ● What are basic tools and techniques? ● How can existing designs be modified? ● What influences industrial design and applications? ● How has technology changed this field? ● How is a conceptual design represented?	● Identify examples of problems or needs this pathway may address. ● Identity types of materials and their properties commonly used in this pathway. ● Demonstrate use of tools, techniques, and materials. ● Demonstrate use of an existing design to create a prototype. ● Evaluate the design and prototype for revisions to improve the appearance or functionality of the prototype. ● Identify social, economic, and cultural influences on industrial designs.	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Group and Individual Projects ● Student Portfolio	**Career Ready Practices** CRP 1,2,4,5,6,7,8,9,11,12 **Cluster Standards** ST 2,3,4,6 AR 2,6 **Pathway Standards** ST-ET 1,2,3,4,5,6 AR-VIS 2,3	**ELA** 11-12 R 2,4 11-12 W 2 11-12 SL 1,4,5,6 11-12 L 1,2,3,4,6 **Literacy** 11-12 RST 1,2,4,7 11-12 WHST 2 **Math** **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	● What is the role of graphic design and production in communicating design to a client? ● How is design thinking realized into a product?	● Explain how technology has changed design and applications in this pathway. ● Demonstrate use of artistic techniques to effectively communicate ideas and information to a client. ● Demonstrate application of graphic designs and production by presenting to a client through the use of printed, digital and/or interactive media to effectively communicate the conceptual design. ● Demonstrate application of a design to a final product including creation of the problem statement based on a need or problem, research into previous innovations and approaches to solve the problem, development of a prototype, obtaining feedback, evaluation of feedback to implement revisions, and showcase or present final design/product.			
Weeks 23-28 **Unit: Deeper into Architecture, Environment and Interior Design incorporating Commercial Graphic and Digital Media Design**	● What types of problems or needs does this pathway address (what is the purpose)? ● Who are other professionals that may need to be consulted? ● What are basic tools, materials, and techniques? ● How can existing designs be modified? ● What influences architecture, environment and interior design and applications? ● How has technology changed this field? ● How is a conceptual design represented? ● What is the role of graphic design and production in	● Identify examples of problems or needs this pathway may address. ● Identify other professionals that may need to be part of a team during a design process such as an architect and others. ● Demonstrate use of tools, techniques, and materials. ● Evaluate an existing design and revise to improve the appearance (form) or function. ● Identify social, economic, cultural, and physical (climate, existing structures) influences on environmental and interior designs. ● Explain how technology has enhanced design thinking in this pathway. ● Demonstrate use of artistic techniques to effectively	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Group and Individual Projects ● Student Portfolio	**Career Ready Practices** CRP 1,2,4,5,6,7,8,9,11,12 **Cluster Standards** ST 2,3,4,6 AR 2,6 AC 1,2,3,4,5,6 **Pathway Standards** ST-ET 1,2,3,4,5,6 AR-VIS 2,3 AC-DES 1,2,3,4,5,6,7,8	**ELA** 11-12 R 2,4 11-12 W 2 11-12 SL 1,4,5,6 11-12 L 1,2,3,4,6 **Literacy** 11-12 RST 1,2,4,7 11-12 WHST 2 **Math** **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	communicating design to a client? ● How is design thinking realized into a product?	communicate ideas and information to a client. ● Demonstrate application of graphic designs and production by presenting to a client through the use of printed, digital and/or interactive media to effectively communicate the conceptual design. ● Demonstrate application of a design to a final design/product including creation of the problem statement based on a need or problem, research into previous innovations and approaches to solve the problem, development of a prototype, obtaining feedback, evaluation of feedback to implement revisions, and showcase or present final design/product.			
Weeks 29-34 **Unit: Deeper into Communication Design incorporating Commercial Graphic and Digital Media Design**	● What types of problems or needs does this pathway address (what is the purpose)? ● What are basic tools, materials, and techniques? ● How can existing designs be modified? ● What influences communication design and applications? ● How has technology changed this field? ● How is a concept design represented? ● What is the role of graphic design and production in communicating design to a client? ● How is design thinking realized into a product?	● Identify examples of problems or needs this pathway may address. ● Demonstrate use of tools, techniques, and materials. ● Evaluate an existing design and revise to improve the appearance (form) or function. ● Identify social, economic, and cultural influences on communication designs. ● Explain how technology has enhanced design thinking in this pathway. ● Demonstrate use of artistic techniques to effectively communicate ideas and information to a client. ● Demonstrate application of graphic designs and production by presenting to a client through the use of printed, digital and/or interactive media to effectively communicate the conceptual design. ● Demonstrate application of a design to a final design/product including creation of the problem statement	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Group and Individual Projects ● Student Portfolio	**Career Ready Practices** CRP 1,2,4,5,6,7,8,9,11,12 **Cluster Standards** ST 2,3,4,6 AR 2,6 IT 1,2,4,5,6,7,8,11,12 **Pathway Standards** ST-ET 1,2,3,4,5,6 AR-VIS 2,3	**ELA** 11-12 R 2,4 11-12 W 2 11-12 SL 1,4,5,6 11-12 L 1,2,3,4,6 **Literacy** 11-12 RST 1,2,4,7 11-12 WHST 2 **Math** **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		based on a need or problem, research into previous innovations and approaches to solve the problem, development of a prototype, obtaining feedback, evaluation of feedback to implement revisions, and showcase or present final design/product.			
Weeks 35-37 **Unit: Research-History and Innovators**	● What is the pathway of personal interest? ● What is the history of this pathway? ● Who are innovators in this pathway? ● What are examples of their work? ● How has current technology impacted this pathway?	● Articulate which pathway is of most interest and cite rationale for your selection. ● Summarize research regarding the history of this pathway. ● Identify a few innovators in this field and provide examples of their work showcasing their creativity and innovation (how they viewed or addressed an issue differently). ● Explain how modern technology has impacted practices in this field. ● Compile the information into a presentation that synthesizes the research. ● Present work to an authentic audience in an engaging fashion.	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Group and Individual Projects	**Career Ready Practices** CRP 1,4,7,10 **Cluster Standards** ST 4 **Pathway Standards** AR-VIS 1	**ELA** 11-12 R 2,4 11-12 W 2,5,6,7 11-12 SL 1,4,5,6 11-12 L 1,2,3,4,6 **Literacy** 11-12 RST 2,4 11-12 WHST 2,5,6,7 **Math** **Science**
Weeks 38-39 **Unit: Wellness and Self-Care**	● What is personal well-being? ● How do physical and mental health contribute to well-being? ● What are some practices for wellness?	● Define personal well-being. ● Identify ways to focus on personal well-being. ● Compare and contrast ways of supporting physical and mental health. ● Examine the connection between mind and body and explain the importance for good health to incorporate both. ● Participate/demonstrate some practices such as physical workout, meditation, yoga, journaling, etc. ● Identify one new practice to try for a week, journaling and reflecting on your experience.	**Written:** ● Written Assignments ● Quizzes/Tests ● Written Reflection/Journal **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist	**Career Ready Practices** CRP 1,3,4 **Cluster Standards** AR 2,3 **Pathway Standards**	**ELA** 11-12 R 2,4 11-12 W 2,3 11-12 SL 1,4,5,6 11-12 L 1,2,3,4,6 **Literacy** 11-12 RST 2,4 11-12 WHST 2,3 **Math** **Science**
Week 40 **Unit:**	● How does a portfolio highlight and support career goals?	● Demonstrate updating and organizing reflection pieces to highlight personal growth.	**Written:** ● Written Reflection **Performance:** ● Student Portfolio	**Career Ready Practices** CRP 1,4,10 **Cluster Standards**	**ELA** 11-12 SL 1,4,5,6 11-12 L 1,2,3,4,6 **Literacy**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Career Exploration, Employability and Reflection		● Reflect on learning goals for the year. ● If participating in a summer program, articulate goal for the experience and personal learning. ● Update and refine portfolio to reflect skills and knowledge.			11-12 WHST 3
				Pathway Standards	**Math**
					Science

Syracuse City School District
Career and Technical Education Program
Course Syllabus Level 400
Creative Expression and Design

Program Overview

The Creative Expression and Design Pathway is a four-year program designed to teach students the fundamentals of design thinking and design process as it specifically applies to Communication Design, Architecture, Environmental and Interior Design, Fashion Design, and Industrial and Interaction Design. Lab safety protocols, creative thinking, communication, problem solving, research, communication, and presentation skills are core to this program. Students will learn broad concepts and applications to varied fields of design. They will have first-hand experience in the iterative design process as they apply critical thinking and research to solve a problem or need as they listen and gather information from end-users, conceptualize the solution, develop, and test prototypes or representations and respond to feedback to refine the final product. Students will participate in career coaching as they interview, interact with, and observe professionals in this field. They will participate in field based learning as they grapple with real world problems and examples, and work alongside experienced practitioners. Students will have a unique opportunity to work with faculty and students from Syracuse University School of Design. Students will use state of the art equipment with industry standards software to design, build and present project prototypes and design ideas. The program will culminate with students completing a field-based internship and an extended project within the focus area of their interest. Teamwork, communication, time-management, and public presentations are incorporated throughout the program. Students will be prepared to enter the field in an entry position or to continue their education through post-secondary programs.

Course Description

Creative Expression and Design 400 is the culminating level for this program. Students will apply and extend their learning as they hone their project management skills, design talents, and communication and presentation skills. Students will receive support to pursue future goals whether employment or further education is their goal. The core of the final year experience is opportunity for an extended internship with a business or non-profit and an extended project guided by a mentor that addresses a need or problem and applies design principles and process in an aspect of design that is of interest to the student. Developing a final product and presentation for participation in a showcase offers a cornerstone experience. Refining and showing their portfolio including critiques of their work, their response and their reflections on their goals and growth concludes the student exploration and experience with the field of design.

Work-Based Learning

Students will be connected with professionals in the design field. These professional connections may include interviews, field trips to local businesses, virtual field trips to other locations, presenting their learning and work samples to professionals, advanced students, job shadowing and career coaching. It is expected that these experiences will lead to opportunities for direct job training and real-world experience in an internship opportunity prior to completion of the program. Students will create and maintain a portfolio of their experiences to document the development of their skills, including a professional resume.

Pre-Requisites

Creative Expression and Design 100, 200 and 300

Course Objectives

- Students will be prepared to pursue post-secondary opportunities.
- Students will experience job searching skills as they prepare, apply, interview, and obtain an internship.
- Students will apply skills and learning as they encounter real-life situations in an internship.
- Students will apply employability skills and traits for a successful internship experience.
- Students will complete an extended project applying and extending their learning in one aspect of design (fashion, communication, interaction and industrial, or architecture, environmental and interior design).
- Students will prepare and participate in a public showcase highlighting their work.

Integrated High School Academics

TBD

Concurrent College Enrollment

May include SUPA DES 441 (Design Research)

Equipment and Supplies

- **School will provide:** All necessary lab and classroom equipment.
- **Students will provide:** A notebook for taking and saving notes, pen/pencils, USB thumb drive to save/transfer data.

Textbook

TBD

Grading

20% Class attendance/ Participation
20% Quizzes/Assignments
50% Project Work
10% Portfolio

Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time. Deadlines and being on time are a major part of being a professional.
- Produce their best work, including being prepared for presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects.
- Seek help when needed.
- Be attentive, ask questions if they do not understand something, and offer their opinions.
- Use Microsoft 365 and other identified technology hardware and software for preparing, sharing, and archiving all work.
- Give credit and use proper citations for all research and project ideas.

Course Calendar

Quarter	Units of Study
1	• Career Development and Employability: Post Secondary Application • Personal Health and Safety • Preparing and Applying for Internship • Digging Deeper into a Strand of Interest: Contributions and Inspiration • Career Development and Employability: What makes a Good Employee • Review of Project Management • Career Development and Employability: Preparing for Post-Secondary
2	• Extended Project
3	• Internship Experience
4	• Career Development and Employability: Readiness • Internship-Synthesis and Evaluation • Extended Project Evaluation • Public Presentations and Showcase • Inspiration

STEAM High School
Creative Expression and Design
Scope and Sequence
Level 4

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Week 1 **Unit: Career Development and Employability**	• What are the expectations for this class/course? • What is required for post-secondary or employment applications? • How are applications completed and submitted for post-secondary education and training or employment? • What are potential sources of financial support? • How does a personal statement support an application? • How is a resume structured? • What is the role of references? • What information does the portfolio provide?	• Summarize expectations for this course and experiences for this level. • Compile information requested in college and/or employment applications. • Identify potential sources of financial aid and other supports? • Draft a college entrance essay or personal statement for employment. • Update or develop a resume. • Request relevant references. • Update and refine portfolio.	**Written:** • Written Assignments • Quizzes/Tests • Written Reflection **Performance:** • Class Presentation and Demonstrations • Teacher Observation and/or Checklist • Student Resume and Portfolio	**Career Ready Practices** CRP 1,4,7,10 **Cluster Standards** ST 5 AR 5 AC 7 **Pathway Standards**	**ELA** 11-12 R 2 11-12 W 3 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** RST 2 WHST 2,3,4 **Math** **Science**
Week 2 **Unit: Personal Health and Safety**	• How do I protect myself and others from physical harm? • How can I support physical health for myself and others? • How can I support mental health for myself and others?	• Demonstrate compliance with safety protocols. • Demonstrate safe movement and handling of materials and tools among other healthy practices. • Demonstrate stress mitigation and mental health first aid.	**Written** • Class Assignments • Written Reflection **Performance** • Teacher Observation and/or Checklist • Class Presentation and Demonstrations	**Career Ready Practices** CRP 1,3 AR 2,3 AC 3 **Cluster Standards** **ST 3** **Pathway Standards**	**ELA** 11-12 SL 1,2,3,4,5,6 **Literacy** **Math** **Science**
Weeks 3 **Unit: Preparing and Applying for Internship**	• How is an internship located and applied to? • How does an employee convey professionalism in the workplace? • Why are internships necessary?	• Apply job search techniques to seek out, evaluate and obtain internship opportunities. • Communicate with industry/potential employers	**Written** • Self- Reflection • Class Assignments **Performance** • Teacher Observation Checklist	**Career Ready Practices** CRP 1,4,7,9,10 **Cluster Standards**	**ELA** 11-12 W 3 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy**

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	• How does an internship experience contribute to a professional portfolio?	through the internship experience. • Explain the importance of professionalism and ethics in the workplace. • Communicate effectively both verbally and in writing. • Explain the importance of being prompt, being able to take directions and being motivated to accomplish assigned tasks. • Document experiences and work samples.	• Participate in Job Shadowing and Career Coaching • Class Presentations or Demonstrations • Student Portfolio	ST 5 AR 5 AC 7 **Pathway Standards**	WHST 2,3, **Math** **Science**
Weeks 4-5 **Unit: Digging Deeper into a Strand of Interest: Contributions and Inspiration**	• What is the strand of Creative Expression and Design that is of most interest to pursue for a career? • What is the historical evolution of the strand of interest? • Who is a person of note or who has contributed to the field of my interest? • What are their contributions? • What impact did they have on the field? • What might I learn from their prior work? • How do they inspire me?	• Articulate which strand of Creative Expression and Design is of interest for a career. • Summarize the evolution of that field. • Identify a person of note in the strand of design you are most interested in. • Summarize their impact on the field, challenges, and contributions. • Analyze how their contributions impact current practices. • Relate their work to your goals.	**Written** • Project • Self-reflection • Class Assignments **Performance** • Teacher Observation and/or Checklist • Presentations and Demonstrations	**Career Ready Practices** CRP 1,4,7,10 **Cluster Standards** ST 4 **Pathway Standards** ST-ET 4 AR-VIS 1	**ELA** 11-12 R 1,2,3,4,7 11-12 W 1,2,3,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** RST 2,5,6,7 WHST 1,2,3,5,6,7 **Math** **Science**
Week 6 **Unit: Career Development**	• How do I demonstrate readiness for future employment? • What is the importance of good communication?	• Describe what employers seek in an employee. • Discuss professional standards and employability	**Written** • Self- Reflection • Class Assignments • Portfolio	**Career Ready Practices** CRP 1,4,7,10	**ELA** 11-12 W 2,3,5 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
and Employability	• What does it mean to be a professional? • What is the role of an employee in a Creative Expression and Design field? • What is the importance of critical thinking to solving problems? • What is the importance of teamwork? • What are some important social issues of concern in the workplace	skills for roles within Creative Expression and Design. • Describe the communication process, the importance of listening and speaking skills and their relationship to job performance. • Describe the importance of good reading and writing skills and their relationship to job performance. • Present written and oral communication in a clear, concise, and effective manner, including explaining and justifying actions. • Discuss professional standards and employability skills. • Explain the importance of critical thinking and how to solve problems. • Describe and demonstrate how to work in a team environment and how to be an effective leader. • Explain how to resolve conflicts with co-workers and supervisors. • Explain how to give and receive constructive criticism. • Demonstrate time-management skills in prioritizing tasks, following schedules, and performing goal-relevant activities in a way that produces efficient results. • Demonstrate punctuality, dependability, reliability, and responsibility in performing assigned tasks as directed. • Identify and describe various social issues of concern in the workplace.	• Letters of Recommendation • Examples of Work • Examples of Written Reflections **Performance** • Teacher/Mentor Observation Checklist • Class Presentations and Demonstrations	**Cluster Standards** AR 5 AC 7 **Pathway Standards**	**Literacy** WHST 2,4 **Math** **Science**

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Week 7-8: **Unit: Review of Project Management**	● What are the components of project management? ● How have the components been applied in previous projects? ● Why is time planning and time management critical and what other skills are necessary? ● What will I need to pay careful attention to as I complete a major project? ● How is project planning applied to a simulated design project? ● How is project planning applied to an extended project?	● Identify the components of project management: initiation, planning, execution, performance, and monitoring, and close. ● Describe how the components were implemented in previous projects. ● Demonstrate planning and time-management skills in completing a project. ● Name other skills and traits that are crucial for project management such as clarity of goal, perseverance, good communication ● Evaluate previous projects to identify personal strengths and gaps regarding project management. ● Initiate a project, including identifying the purpose, audience, and audience needs for design plans. ● Develop a plan for a design project and identify equipment and resources. ● Execute, monitor, and control a project along its timeline and make suggested revisions until completion of the project. ● Close a project, including identifying lessons learned.	**Written** ● Class Assignments ● Quizzes/Tests ● Written Reflection **Performance:** ● Class Presentation and Demonstrations ● Teacher Observation and/or Checklist ● Group and Individual Projects	**Career Ready Practices** CRP 1,2,4,5,8,9,11,12 **Cluster Standards** ST 1 AC 2 **Pathway Standards**	**ELA** 11-12 R 1,2 11-12 W 2,3 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** 11-12 RST 2 11-12 WHST 2,7 **Math** **Science**
Week 9-10 **Unit: Career Development and Employability**	● What are key pieces to complete towards attainment of career goals? ● How do I finance any post-secondary education and training? ● How do I demonstrate my readiness for employment and/or further study?	● Identify and complete any outstanding certifications, applications portfolio updates. ● Research and summarize funding opportunities for post-secondary experiences. ● Complete FASFA and other applications for funding for post-secondary opportunities.	**Written** ● Reflection ● Applications and associated materials **Performance** ● Portfolio	**Career Ready Practices** CRP 1,4,10 **Cluster Standards** ST 5 AR 5 AC 7 **Pathway Standards**	**ELA** 11-12 R 1,2 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** 11-12 RST 2 11-12 WHST 5,6,7 **Math**

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		• Seek employment opportunities as relevant for post-secondary.			**Science**
Weeks 11-20 **Unit: Extended Project within one strand of Creative Expression and Design** (this is intended to be flexible around internship or to have partial class on internship and partial class working on extended project) **Incorporates SUPA DES 441 (Design Research)**	• What are types of knowledge and gaps? • What makes a question a good question? • What research practices will help answer the question(s)? • What might be ethical considerations as a topic is pursued? • How do I design, develop, and evaluate from concept to implementation all aspects for a product/design? • What are critical elements to consider for design? • What are parameters for the design? • How is the design documented and communicated? • At what points do I need to consult with other users/clients? • How do I determine what materials, techniques and adjustments are needed? • How do I construct or implement a design? • How do I test or adjust a design? • How do I monitor, troubleshoot or repair as needed? • How do I take into consideration feedback or suggestions? • How do I demonstrate professionalism with other team members? • How do I demonstrate good communication? • How do I demonstrate implementation of all pertinent safety protocols? • How do I synthesize all aspects of the design process, creative thinking, and innovation into an end design to solve a need or problem? • How do I evaluate a design and implementation?	• Compare and contrast types of knowledge. • Demonstrate creation of questions that gather intended outcomes. • Identify types of research and processes along with relevant methodologies. • Identify potential ethical considerations and means to ensure that research methodology is ethical. • Identify the key question, problem or need that the design is to address. • Research background, prior efforts and other information to inform the process. • Collaborate with others on the team and/or end user. • Develop and communicate a project management plan. • Create a model, rendering, drawing or plan to convey design. • Evaluate feedback and refine design as needed. • Meet deadlines according to schedule. • Evaluate learning and actions. • Synthesize learning for future endeavors.	**Written** • Self- Reflection • Journal **Performance** • Teacher/Mentor Observation Checklist • Student Portfolio • Successful execution of design or plan according to role and responsibilities for extended project.	**Career Ready Practices** CRP 1,2,4,5,6,7,8,9,11,12 **Cluster Standards** ST 1,2,3,6 AR 2,3 AC 1,2,3,4,5,6 IT 1,2,3,4,5,6,7,8,9,11,12 **Pathway Standards** ST-ET 1,2,3,4,5,6 AR-VIS 2,3 AC-DES 1,2,3,4,5,6,7,8 IT-WD 1,2,3,4,5,6,7,89,10	**ELA** 11-12 R 1,2,3,4,7 11-12 W 2,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** 11-12 RST2,4,5,6,7 11-12 WHST 2,5,6,7 **Math**

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	• What would I do differently? • What contributed to the success of a design? • How is work and learning reflected in a portfolio?				
Weeks 21-30 **Unit: Internship**	• How do I function as a professional? • How do I apply skills in a real-world environment? • In what ways, are practices and procedures different in an internship setting from the classroom/lab setting? • What can I learn from professionals as they practice their craft? • What are areas of improvement and challenge during the internship experience?	• Complete a 10-20 week internship with a local employer within the field of design. • Communicate with industry/potential employers through the internship experience. • Apply learned knowledge and skills to workplace situations. • Explain the importance of professionalism and ethics in the workplace. • Comply with workplace policies and regulations. • Communicate effectively both verbally and in writing. • Demonstrate the importance of being prompt, being able to take directions and being motivated to accomplish assigned tasks. • Analyze and resolve problems that arise in completing assigned tasks.	**Written** • Self- Reflection • Journal **Performance** • Teacher/Mentor Observation Checklist • Student Portfolio and Resume	**Career Ready Practices** CRP 1,2,3,4,5,6,7,8,9,10,11,12 **Cluster Standards** ST 1,2,3,6 AR 2,3 AC 1,2,3,4,5,6 IT 1,2,3,4,5,6,7,8,9,11,12 **Pathway Standards** ST-ET 1,2,3,4,5,6 AR-VIS 2,3 AC-DES 1,2,3,4,5,6,7,8 IT-WD 1,2,3,4,5,6,7,89,10	**ELA** 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** 11-12 WHST 3 **Math** **Science**

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Week 31 **Career Development and Employability**	• What decisions do I need to make regarding post-secondary plans? • How do I demonstrate my readiness for employment and/or further study?	• Seek employment opportunities as relevant for post-secondary. • Select college as relevant and complete final documents for committing acceptance. • Clean as needed, social media presence. • Update resumes and cover letter/letter of interest with work and educational experiences, certifications, and work samples. • Update portfolio. • Identify the application process for relevant union/professional organizations. • Demonstrate professional standards including oral and written communication, leadership, teamwork appreciation for diversity, conflict management, customer service, work ethic, and adaptability.	**Written** • Self- Reflection • Journal **Performance** • Teacher/Mentor Observation Checklist • Student Portfolio and Resume	**Career Ready Practices** CRP 1,3,4,10 **Cluster Standards** ST 5 AR 5 AC 7 **Pathway Standards**	**ELA** 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** **Math** **Science**
Week 32 **Unit: Internship: Synthesis and Evaluation**	• How do I function as a professional? • How do I apply skills? • In what ways, are practices and procedures different in an internship setting from the classroom/lab setting? • What can I learn from professionals as they practice their craft? • What are areas of improvement and challenge during the internship experience?	• Synthesize and summarize learning from internship experience. • Evaluate learning from internship experience.	**Written** • Self- Reflection • Journal **Performance** • Teacher/Mentor Observation Checklist • Student Portfolio	**Career Ready Practices** CRP 1,3,4,8,10 **Cluster Standards** ST 5 AR 5 AC 7 **Pathway Standards** ST-ET 4	**ELA** 11-12 W 2,3 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** 11-12 WHST 2,3,4 **Math**

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	• How did the internship influence my thinking about future career goals?			AR-VIS 1,2	**Science**
Week 33 **Unit: Extended Project Evaluation**	• What did I learn from my project? • What would I do differently? • What contributed to success? • How effective was my design or plan? • How effective was my implementation? • How did I solve any problems and what might be alternative solutions?	• Synthesize and summarize learning from extended project experience. • Evaluate learning from extended learning experience.	**Written** • Self- Reflection • Journal **Performance** • Teacher/Mentor Observation Checklist • Successful execution of design or plan according to role and responsibilities for extended project	**Career Ready Practices** CRP 1,4,8,10 **Cluster Standards** ST 6 AR 5 AC 7 **Pathway Standards** ST-ET 4 AR-VIS 1,2	**ELA** 11-12 W 2,3 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** 11-12 WHST 2,3,4 **Math** **Science**
Week 34-38 **Unit: Public Presentations and Showcase**	• In what ways, does the cumulative portfolio demonstrate skills and knowledge? • What information does a viewer gain from review of a portfolio? • How can a portfolio be revised based on feedback? • How do I apply my evaluation and experiences into a showcase presentation? • What role does constructive feedback play? • How does one craft constructive feedback? • What criteria are applied to decide what revisions to make based on feedback? • How do I demonstrate my growth and talents? • How do I engage an audience? • Why is clear communication important? • How does an in-person and virtual presentation differ?	• Describe key elements and artifacts to be included in the cumulative portfolio. • Demonstrate effective organization of cumulative portfolio. • Participate in a review of the cumulative portfolio. • Demonstrate revisions to cumulative portfolio based on feedback. • Describe the process to prepare for a community showcase- include planning, advertising and organizing a presentation. • Explain the role of constructive feedback. • Demonstrate crafting and sharing meaningful feedback to peers' presentations. • Articulate criteria used to decide what revisions to make based on feedback	**Written** • Reflection **Performance** • Public Presentation • Student Portfolio	**Career Ready Practices** CRP 1,2,3,4,6,8,9,11,12 **Cluster Standards** **Pathway Standards** AR-VIS 2,3 AC-DES 2,5,6,7	**ELA** 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** **Math** **Science**

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		● Prepare an engaging and clear presentation on experiences and growth-including artifacts and evidence ● Demonstrate presentation skills by participating in both an in person showcase and a virtual presentation.			
Weeks 39-40 **Unit: Inspiration**	● Where does inspiration come from? ● Who are professionals that inspire? ● How is inspiration incorporated into designs?	● Identify sources of personal inspiration. ● Research design practitioners that inspire and motivate. ● Show examples of designs that are inspired by previous designers. ● Explain how elements of design serve as inspiration for new design. ● Develop a personal vision/inspiration board.	**Written** ● Reflection ● Class Assignment **Performance** ● Teacher Observation Checklist ● Project ● Presentation	**Career Ready Practices** CRP 1,4,10 **Cluster Standards** **Pathway Standards**	**ELA** 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** 11-12 WHST 3,4 **Math** **Science**