

Graphic Design II

Level: 3

Career Cluster: Media Arts

Program: Design and Digital Arts

Pathway: Graphic Design

Course Catalog Description

Builds students' skills in digitally based graphic design, screen-based production workflows, and portfolio development through industry-aligned projects and professional design practice.

Summary

Builds on foundational skills by expanding students' ability to design for digital and multimedia platforms. Students apply advanced design principles, illustration techniques, and screen-based workflows to create cohesive projects that integrate digital photography, typography, motion, interface design, and emerging technologies. The course emphasizes the full digital design process from concept development through production, including asset management, accessibility, layout thinking, and cross-platform communication strategies aligned to audience needs. Students also explore professional practices such as ethics, project management, collaborative cloud-based workflows, and client-based work while refining their ability to present, critique, and revise digital design solutions. Through portfolio development and advanced digital projects, students demonstrate technical proficiency, creative growth, and readiness for postsecondary education and careers in graphic design and related digital media fields.

Notes

The updated course reflects a shift from a traditional advanced design and illustration course to a more comprehensive, digitally integrated and industry-aligned program. The original course primarily emphasized advanced illustration techniques, layout, and print-focused design production. In contrast, the revised course expands these foundations into clearly structured learning strands that emphasize multimedia integration, interface design, cross-platform communication strategies, and digital-first production workflows. Additionally, the updated course strengthens alignment to professional practice by incorporating project management, business proposals, accessibility considerations, and collaborative cloud-based workflows, along with enhanced components such as portfolio development, leadership, work-based learning, and a formal final assessment project. These updates improve alignment with current CTE standards by emphasizing real-world application, digital production environments, and preparation for postsecondary education and careers in graphic design, multimedia, and interactive media.

Student Learning Outcomes

1. Career Exploration and Postsecondary Opportunities

Objective: *Students will explore and analyze career pathways related to digital graphic design, multimedia, and screen-based production by examining professional roles, digital tools, work environments, ethical and legal expectations, certifications, professional organizations, and Colorado postsecondary education options to make informed academic and career decisions.*

- 1) Identify employment opportunities in various fields with a focus in digital graphic design, multimedia design, and related screen-based creative industries.
digital graphic design and interactive media
 - a. Recognize the work typically performed, tools and technology used, and nature of work environments
 - b. Identify potential certifications within the careers
 - c. Find membership organizations associated with the careers
 - d. Understand the necessary education associated within the careers
- 2) Define professionalism within the context of graphic design
 - a. Criticism and evaluation
 - b. Presentation
 - c. Assessment
- 3) Recognize laws, regulations, and ethics significant to digital graphic design, digital publishing, and multimedia production.
- 4) Identify postsecondary opportunities offered in the state of Colorado
 - a. Technical college, community college, 4-year institutions
 - b. Certificates, associates, bachelor, and advanced degree opportunities

2. Professionalism, Ethics and Industry Expectations

Objective: *Students will analyze professional expectations and ethical responsibilities in digital graphic design by examining employability skills, legal considerations, and responsible design practices.*

- 5) Research and analyze job descriptions, career information, and online job boards to identify employability skills and professional traits required of digital design professionals.
- 6) Evaluate current and emerging ethical and legal issues in the digital design industry, including copyright, font licensing, piracy, image manipulation, and sustainability.
- 7) Apply ethical decision-making when using digital assets, typefaces, and imagery.
- 8) Justify professional actions based on industry standards and ethical guidelines.

3. Multimedia Design Principles and Digital Integration

Objective: *Students will analyze how design principles integrate with digital technology to produce effective motion, multimedia, and interactive design solutions.*

- 9) Analyze how principles of design converge with digital technologies in multimedia and motion graphics.

- 10) Explain how visual layouts, illustrations, photography, and motion work together to achieve a unified multimedia product.
- 11) Evaluate multimedia projects for visual coherence, usability, and narrative clarity.
- 12) Apply design theory to enhance audience engagement across media.

4. Advanced Digital Design Process and Tool Selection

Objective: Students will apply the full digital design process to complete advanced projects by selecting appropriate tools, workflows, and production strategies.

- 13) Apply the digital design process to complete advanced projects for social media, interactive content, motion, branding, and digital marketing applications.
- 14) Select and use appropriate digital tools and procedures to accomplish project goals.
- 15) Evaluate tool effectiveness based on output requirements and design intent.
- 16) Refine projects through iterative development and testing.

5. Media Asset Development and Production Workflow

Objective: Students will develop and organize digital media assets by integrating image, audio, video, and interface elements into cohesive screen-based design projects.

- 17) Gather and organize digital image, audio, video, and interface assets for use in interactive and multimedia design projects.
- 18) Apply professional file management, cloud collaboration, and version control practices in digital production workflows.
- 19) Analyze digital workflows from asset creation through export, publishing, and final online delivery.
- 20) Evaluate media quality, optimization, and consistency within finished digital projects.

6. Interface Design and Interactive Media

Objective: Students will design and develop digitally based interactive content by applying layout, illustration, photography, interface, and accessibility skills within screen-based constraints.

- 21) Research design constraints affecting graphics, layouts, and interactions for desktop, tablet, and mobile devices.
- 22) Compare design processes for digitally based media versus print-only design solutions.
- 23) Apply illustration, photography, and layout skills to create interactive digital elements such as menus, logos, and banners.
- 24) Describe the steps involved in creating prototypes and interactive digital experiences.
- 25) Use a prototyping platform or design software to create a functional, accessible digital interface or interactive experience.
- 26) Evaluate usability, accessibility, and visual hierarchy in digital interfaces.

7. Digital Image Preparation and Design Standards

Objective: Students will prepare visual assets for digital delivery by applying design standards, composition principles, accessibility considerations, and proper formatting for digital, mobile, and multimedia use.

- 27) Apply principles of design and composition to screen-based layouts and digital interfaces.
- 28) Prepare images and illustrations in appropriate formats, resolutions, color modes, and file sizes for web, mobile, and multimedia use.
- 28) Prepare images and illustrations in appropriate formats, resolutions, color modes, and file sizes for digital, mobile, and multimedia use.
- 30) Evaluate digital assets for consistency with industry standards.

8. Three-Dimensional Graphics and Modeling Concepts

Objective: Students will analyze and create basic three-dimensional digital designs by applying modeling techniques and design principles across multiple industries.

- 31) Research and analyze professional uses of 3D graphics in fields such as entertainment, architecture, advertising, engineering, and health sciences.
- 32) Perform multistep modeling procedures using industry-standard software.
- 33) Apply surface materials, lighting, environments, and camera positioning.
- 34) Calculate geometric properties such as area, volume, and proportions in 3D forms.
- 35) Render final models and generate animated walkthroughs or flyover videos.
- 36) Evaluate 3D designs for realism, composition, and communication effectiveness.

9. Cross-Platform Design Projects and Audience Strategy

Objective: Students will create cross-platform digital design solutions by integrating multiple screen-based media formats to maximize audience reach and reinforce messaging.

- 37) Apply the design process to create projects combining social, motion, interactive, and other digital media formats.
- 38) Analyze how platform choice affects audience communication.
- 39) Justify the use of specific media formats for different audiences.
- 40) Evaluate project effectiveness based on engagement and clarity.

10. Critique, Revision and Design Communication

Objective: Students will refine design work through critique by presenting ideas clearly, using feedback constructively, and evaluating design outcomes.

- 41) Present preliminary design concepts using visual and verbal explanations.
- 42) Analyze constructive criticism and apply revisions accordingly.
- 43) Evaluate peer work using design principles and project criteria.
- 44) Justify revisions using design language and theory.

11. Business Practices, Proposals and Digital Project Management

Objective: *Students will apply foundational business practices by developing digital proposals and managing design projects effectively.*

- 45) Analyze the components of a professional digital design proposal.
- 46) Explain the purpose of each proposal section for digitally based client work.
- 47) Use digital tools to create a professional design project proposal.
- 48) Apply digital project management techniques to meet timelines, collaboration needs, and online deliverables.
- 49) Evaluate how planning and documentation support successful design outcomes.

12. Portfolio Development and Career Readiness

Objective: *Students will curate and evaluate a cumulative portfolio that demonstrates technical competency, creative growth, and readiness for postsecondary education and digital media careers.*

- 50) Update a digital portfolio with projects from across the program of study.
- 51) Compile sketches, photographs, illustrations, layouts, prototypes, and final digital designs.
- 52) Select portfolio artifacts that demonstrate industry-specific technology skills.
- 53) Evaluate portfolio quality based on professional standards.
- 54) Present portfolio work confidently for career or postsecondary opportunities.

13. Leadership

Objective: *Students will demonstrate leadership skills by applying communication, collaboration, initiative, and responsible decision-making in classroom, CTSO, and project-based settings.*

- 55) Demonstrate leadership qualities such as accountability, initiative, adaptability, and ethical decision-making in design-related activities.
- 56) Apply collaboration and communication skills to support team goals, solve problems, and contribute to successful project outcomes.
- 57) Participate in leadership development opportunities through classroom roles, student organizations, or service-based experiences.
- 58) Evaluate personal leadership growth and set goals for continued development in academic, technical, and professional settings.

14. Work-Based Learning

Objective: *Students will connect classroom learning to workplace expectations by analyzing professional environments, demonstrating employability skills, and reflecting on authentic career experiences.*

- 59) Identify workplace expectations related to attendance, communication, collaboration, problem-solving, and professional conduct.
- 60) Apply employability skills in authentic work-based learning experiences such as client projects, internships, job shadows, or industry mentorships.

- 61) Analyze how workplace roles, responsibilities, and workflows relate to graphic design and digital media careers.
- 62) Reflect on work-based learning experiences to evaluate strengths, challenges, and next steps for career readiness.

15. Final Assessment Project

Objective: *Students will synthesize course knowledge and technical skills by planning, producing, presenting, and evaluating a final project that demonstrates growth, creativity, and professional readiness.*

- 63) Develop a final project plan that includes purpose, audience, design goals, timeline, and required deliverables.
- 64) Apply technical skills, design principles, and workflow strategies to produce a polished final assessment project.
- 65) Present and justify final project decisions using appropriate design vocabulary, process evidence, and reflection on revisions.
- 66) Evaluate the final product using project criteria, audience impact, and personal growth as evidence of learning.

16. Career and Technical Student Organizations

Objective: *Using the [CTSO Resource Document](#), chapter activities will provide some of the best opportunities CTSO members will have to learn by doing. A successful [program of work](#) creates a positive learning atmosphere in the classroom. CTSO members learn how to accept responsibility, work as a team, manage a budget, and handle success and failure. Per the CTE Admin Handbook, CTSOs are embedded into curriculum.*

Professional Development

Prepare each member for entry into the workforce and provide a foundation for success in a career. Becoming a professional does not stop with acquiring a skill, but involves an increased awareness of the meaning of good citizenship and the importance of labor and management in the world of work.

Community Service

Promote and improve goodwill and understanding among all segments of the community through services donated by CTSO chapters, and to instill in its members a lifetime commitment to community service.

Business and Industry Connections

Increase awareness of quality job practices and attitudes, and increase the opportunities for employer engagement and eventual employment.

Financial Leadership

Plan and participate in activities to allow all members to carry out the chapter's projects. Educate members on their own personal finance for current and future success.

Public Relations

Make the general public aware of the good work that students in career and technical education are doing to better themselves and their community, state, nation, and world.

Social Activities

To increase cooperation in the school and community through activities that allow CTSO members to get to know each other in something other than a business or classroom setting.

Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this digitally based course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)
[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Note: Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.

Reading, Writing and Communicating Crosswalk

Course: Graphic Design II

Colorado Academic Standards – Reading, Writing and Communicating

Standard	Prepared Graduate Competency	Description	Course Evidence / Alignment
Standard 1: Oral Expression and Listening	Prepared Graduate 1 – Collaboration	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	Students collaborate in advanced digital design teams, engage in formal critiques, and contribute ideas to refine complex screen-based and interactive solutions.
Standard 1: Oral Expression and Listening	Prepared Graduate 2 – Oral Presentations	Deliver effective oral presentations for varied audiences and varied purposes.	Students present and defend digital design concepts, prototypes, iterations, and final products for specific clients, audiences, and purposes.
Standard 2: Reading for All Purposes	Prepared Graduate 4 – Informational Texts	Read a wide range of informational texts to build knowledge and to better understand the human experience.	Students read and apply professional digital design briefs, interface systems, online brand guidelines, advanced tutorials, client

			specifications, and industry standards.
Standard 2: Reading for All Purposes	Prepared Graduate 5 – Language in Context	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Students apply precise digital design, UX/UI, and interactive media vocabulary and adapt language for professional, creative, and client-facing communication.
Standard 3: Writing and Composition	Prepared Graduate 7 – Informational Writing	Craft informational/explanatory texts using techniques specific to the genre.	Students write detailed digital design rationales, process documentation, critiques, and reflections explaining creative and technical decisions.
Standard 3: Writing and Composition	Prepared Graduate 8 – Narrative Writing	Craft narratives using techniques specific to the genre.	Students develop visual narratives through digital illustration systems, interface flows, branding stories, motion sequences, and integrated visual storytelling.
Standard 3: Writing and Composition	Prepared Graduate 9 – Writing Process	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	Students revise, edit, and refine written and visual materials to produce polished, professional-quality digital portfolios and screen-based design products.
Standard 4:	Prepared	Gather information from	Students research

Research Inquiry and Design	Graduate 10 – Research and Ethics	a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	digital design trends, user needs, cultural contexts, and visual references; evaluate sources; and apply ethical practices including copyright, licensing, attribution, and accessibility.
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Free Resource Links

1. Career Exploration and Postsecondary Opportunities

- ONET Online (career profiles, design skills, job outlook)
<https://www.onetonline.org/>
- My Next Move (career exploration, creative industry pathways)
<https://www.mynextmove.org/>
- College Board BigFuture (postsecondary programs, design majors)
<https://bigfuture.collegeboard.org/>

2. Professionalism, Ethics and Industry Expectations

- AIGA Professional Design Ethics (ethics, professional standards)
<https://www.aiga.org/resources>
- Creative Commons (copyright, licensing, ethical use)
<https://creativecommons.org/>
- Nolo Legal Encyclopedia (copyright, contracts, legal issues)
<https://www.nolo.com/legal-encyclopedia>
- Freelancers Union Resources (professional practice, ethics, business)
<https://www.freelancersunion.org/resources/>

3. Multimedia Design Principles and Digital Integration

- Adobe Creative Cloud Learn (multimedia design, integration)
<https://creativecloud.adobe.com/learn>
- Canva Design School (multimedia layout, integration)
<https://www.canva.com/learn/design/>
- Interaction Design Foundation (visual integration, UX design)
<https://www.interaction-design.org/>
- Smashing Magazine (multimedia design, UX/UI practices)
<https://www.smashingmagazine.com/>

4. Advanced Digital Design Process and Tool Selection

- IDEO Design Thinking (design process, iteration, problem solving)
<https://designthinking.ideo.com/>
- Adobe Tutorials (advanced tools, workflows, project development)
<https://helpx.adobe.com/>
- Figma (tool selection, design workflows, prototyping)
<https://www.figma.com/>
- Envato Tuts+ (design workflows, professional techniques)
<https://design.tutsplus.com/>

5. Media Asset Development and Production Workflow

- Adobe Asset Management (workflow, file organization)
<https://creativecloud.adobe.com/learn>

- Milanote (asset planning, organization, workflow)
<https://milanote.com/>
- Dropbox Creative Workflow (asset management, collaboration)
<https://www.dropbox.com/>
- Google Drive (file management, collaboration, organization)
<https://drive.google.com/>

6. Interface Design and Interactive Media

- Figma (UI/UX design, interactive prototyping)
<https://www.figma.com/>
- Adobe XD Tutorials (interactive design, interface development)
<https://helpx.adobe.com/xd/tutorials.html>
- Interaction Design Foundation (UX, UI principles, usability)
<https://www.interaction-design.org/>
- Nielsen Norman Group (interaction design, usability, accessibility)
<https://www.nngroup.com/>

7. Digital Image Preparation and Design Standards

- Adobe Photoshop Tutorials (image preparation, editing)
<https://helpx.adobe.com/photoshop/tutorials.html>
- Canva Image Editing (image prep, resizing, formatting)
<https://www.canva.com/photo-editor/>
- Pixlr (image editing, optimization tools)
<https://pixlr.com/>
- Photography Life (image quality, resolution, standards)
<https://photographylife.com/>

8. Three-Dimensional Graphics and Modeling Concepts

- Blender (3D modeling, rendering, animation)
<https://www.blender.org/>
- SketchUp (3D modeling, design applications)
<https://www.sketchup.com/>
- Autodesk Education (3D design tools, modeling software)
<https://www.autodesk.com/education>
- Tinkercad (intro 3D modeling, digital design)
<https://www.tinkercad.com/>

9. Cross-Platform Design Projects and Audience Strategy

- HubSpot Marketing Resources (audience analysis, content strategy)
<https://www.hubspot.com/resources>
- Google Trends (audience insights, behavior trends)
<https://trends.google.com/>
- Canva Marketing Templates (cross-platform content design)
<https://www.canva.com/templates/marketing/>

- Hootsuite Blog (social media strategy, audience engagement)
<https://blog.hootsuite.com/>

10. Critique, Revision and Design Communication

- AIGA Design Resources (critique, feedback, professional practice)
<https://www.aiga.org/resources>
- Behance (portfolio critique, project feedback)
<https://www.behance.net/>
- Dribbble (peer feedback, design sharing)
<https://dribbble.com/>
- Interaction Design Foundation (evaluation, usability testing)
<https://www.interaction-design.org/>

11. Business Practices, Proposals and Digital Project Management

- SBA Business Guide (project planning, contracts, business basics)
<https://www.sba.gov/business-guide>
- Asana (project management, timelines, collaboration)
<https://asana.com/>
- Trello (workflow organization, project tracking)
<https://trello.com/>
- HubSpot Project Templates (proposals, planning tools)
<https://blog.hubspot.com/marketing/project-plan-template>

12. Portfolio Development and Career Readiness

- Adobe Portfolio (portfolio creation, showcasing work)
<https://portfolio.adobe.com/>
- Behance (professional portfolios, presentation)
<https://www.behance.net/>
- Wix Portfolio Builder (portfolio presentation, customization)
<https://www.wix.com/portfolio/website>
- Squarespace Portfolio (portfolio design, presentation tools)
<https://www.squarespace.com/>

13. Leadership

- MindTools – Leadership Skills (communication, teamwork, decision-making)
https://www.mindtools.com/pages/main/newMN_LDR.htm
- SkillsYouNeed – Leadership (collaboration, conflict resolution, professionalism)
<https://www.skillsyouneed.com/lead/>
- TED Talks – Leadership (communication, influence, creative leadership)
<https://www.ted.com/topics/leadership>
- Indeed Career Guide – Leadership Skills (initiative, teamwork, workplace readiness)
<https://www.indeed.com/career-advice/career-development/leadership-skills>

14. Work-Based Learning

- CareerOneStop – Work-Based Learning (internships, apprenticeships, career exploration)
<https://www.careeronestop.org/ExploreCareers/learn/work-based-learning.aspx>
- Colorado Work-Based Learning (state guidance, employer connections)
<https://cdle.colorado.gov/work-based-learning>
- ACTE Work-Based Learning Resources (career readiness, employability skills)
<https://www.acteonline.org/professional-development/work-based-learning/>
- Animation Career Review (animation careers, pathways, industry expectations)
<https://www.animationcareerreview.com/>

15. Final Assessment Project

- PBS LearningMedia – Media Production Projects (project ideas, assessment, rubrics)
<https://www.pbslearningmedia.org/>
- Adobe Creative Cloud Tutorials (design projects, workflows, execution)
<https://creativecloud.adobe.com/learn>
- Canva Design School (design projects, layout, presentation)
<https://www.canva.com/designschool/>
- Rubistar (project rubrics, assessment tools)
<https://www.rcampus.com/rubistar/>



Technology Student Association – National Competitive Events

Promotional Design

Objective: *Students will design, produce, document, and present promotional materials that meet TSA Promotional Design requirements for branding, visual communication, production quality, and portfolio documentation.*

- Research the annual TSA Promotional Design theme, target audience, required products, and branding expectations.
- Develop a consistent visual identity using typography, layout, color, imagery, hierarchy, and design principles.
- Create promotional materials for print, web, or digital platforms that communicate a clear theme, message, and purpose.
- Use multiple design applications to prepare professional graphics, layouts, and production-ready files.
- Revise designs through critique, peer feedback, and refinement to improve clarity, consistency, and audience impact.
- Document the design process through sketches, drafts, revisions, production notes, references, and required portfolio materials.
- Present the final promotional package and explain design decisions, audience connection, and response to the annual theme.

Resources

- Technology Student Association – Promotional Design competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- Adobe Illustrator – Vector design and production graphics
<https://www.adobe.com/products/illustrator.html>
- Adobe Photoshop – Image editing and promotional design tools
<https://www.adobe.com/products/photoshop.html>
- Adobe InDesign – Page layout and publishing tools
<https://www.adobe.com/products/indesign.html>



Technology Student Association – National Competitive Events

Virtual Reality Simulation (VR)

Objective: *Students will design, develop, document, and present a virtual reality simulation that uses 3D graphics and immersive design to communicate a scientific, technical, or conceptual topic aligned with TSA Virtual Reality Simulation requirements.*

- Research the annual TSA Virtual Reality Simulation theme and identify a topic, concept, or process that can be effectively communicated through VR.
- Plan the simulation using sketches, storyboards, scene layouts, user-flow diagrams, or interaction maps.
- Create 3D models, environments, lighting, materials, cameras, and rendered assets that support the simulation.
- Apply design principles related to immersion, navigation, user experience, visual clarity, pacing, and technical communication.
- Develop a virtual environment using appropriate 3D modeling, animation, game engine, sound, and interaction tools.
- Prepare a documentation portfolio that explains research, purpose, design process, software/hardware used, development decisions, and revisions.
- Present the VR simulation and explain the purpose, value, research, visual design, and development process during the interview.

Resources

- Technology Student Association – Virtual Reality Simulation (VR) competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- Unity Learn – VR and interactive 3D development tutorials
<https://learn.unity.com/>
- Blender – 3D modeling, animation, and rendering software
<https://www.blender.org/>
- Unreal Engine – Virtual reality development resources
<https://dev.epicgames.com/documentation/en-us/unreal-engine/virtual-reality-development-in-unreal-engine>



Technology Student Association – National Competitive Events

Webmaster

Objective: *Students will design, build, launch, test, document, and explain a multi-page website that addresses the annual TSA Webmaster design challenge.*

- Research the annual TSA Webmaster topic and identify the website's purpose, audience, content needs, and technical requirements.
- Plan the website structure using sitemaps, wireframes, page layouts, visual assets, or interactive media plans.
- Create web-ready graphics, banners, logos, navigation elements, photography, or illustrations that support the site's message.
- Develop a multi-page website that communicates the team's solution to the annual theme and problem.
- Apply web design practices related to navigation, accessibility, usability, visual consistency, browser compatibility, and responsive layout.
- Test and troubleshoot the website for broken links, layout errors, access issues, readability, and functionality.
- Participate in an interview explaining the website, design choices, research, development process, and visual communication decisions.

Resources

- Technology Student Association – Webmaster competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- Mozilla Developer Network – HTML, CSS, and JavaScript documentation
<https://developer.mozilla.org/>
- W3Schools – Web development tutorials
<https://www.w3schools.com/>
- GitHub Pages – Website hosting for student projects
<https://pages.github.com/>