Meridian Technical Charter High School
MD2: Media Design 2 (Sophomore Digital Design Quarter 4)
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Course Objectives
MD2: Digital Design will be broken down as follows:
Students will be studying graphic design standards using lectures, real world examples and
project based learning. Students will gain confidence presenting their work to the entire group in
order to receive feedback and constructive criticism.
> Students will be achieving their:
> - Adobe Photoshop ACA certifications.
> - Photography/Videography Intro Unit

Whenever possible, students will be working on projects for real world clients inside & outside
MTCHS. Students will train to compete in several competitions at SkillsUSA regionals and state
conferences, with the end goal to make it to SkillsUSA Nationals. Possible competition areas
include:
> Promotional Bulletin Board Design
> Pin and T-shirt Design
> Video Production
> Advertising Design

Students will learn to use and practice career skills at a proficient level (Employability/soft
Skills)

You will be graded on an Exposure, Novice, Proficient, and Journeyman grading rubric,
AKA Tech Skill Assessment Feedback Rubric. (Next page)

Portfolio Tech Skill Assessment Feedback Rubric

(Bloom's)		1 remember 2 understand	2 understand 3 apply	4 analyze 5 evaluate	5 evaluate 6 create
				SkillStack Badge Earned	**SkillStack Badge Earned**
	IWS	**E**	**N**	**PA**	**J**
Performance Level	**Insufficient Work Shown**	**Exposure Only**	**Novice**	**Proficient/Apprentice**	**Journeyman/Trainer**

Definition of Performance Level	The student does not provide sufficient work to evaluate the essential content, knowledge, and/or skills needed to demonstrate proficiency.	With significant supervision and/or prompting the student can demonstrate, apply, or transfer the essential content, knowledge, and/or skills needed to demonstrate proficiency.	With *minimal prompting* and/or assistance the student can demonstrate, apply, or transfer the essential content, knowledge and/or skills needed to demonstrate proficiency.	The student can *independently* demonstrate, apply, or transfer the essential content, knowledge, and/or skills on a new task or in a new situation.	The student *consistently and independently* demonstrates the ability to analyze, integrate, or formulate progressive or new knowledge and/or skills on a new task or in a new situation.
Rubric Criteria	There is no skill completion evident and/or a demonstration of knowledge, Disjointed, Limited range of words.	Completion of skill or demonstration of knowledge occurs only with the assistance of students/teacher, Evidence of knowledge is unstructured or simply reproduced from class material. (Limited experience-focus is learning like on-the-job experience)	Rote transfer of skills or knowledge present, Recall information with minimal hints from students/teacher, Match or reproduce a skill, Identify skill/knowledge from a list. (Focus is on applying and enhancing knowledge and skill to work toward independence)	Employment of skills or knowledge to create or formulate new concepts is present, but demonstrates no consistency in the application of knowledge or skills use. (Focus is on broader strategic issues and moving toward self-knowledge)	Business/Professional, Ability to teach/model skills or knowledge, Create something "new" with the presented material or skills, Apply the skills or knowledge to garner results in a different way, the "WOW" factor (Focus is on continued learning and ever-increasing self-knowledge goals)
Examples	EX: Incomplete work, lack of clarity, one-word answers	EX: Instructions have not been followed, some questions have not been answered, answers may not be in complete sentences, and there is clearly a lack of basic grammar/usage skills.	EX: Instructions have been mostly followed, but there is no evidence of understanding. Written work lacks evidence of basic usage concepts or may lack structure	EX: Instructions have been followed and completed with correct information, but there is little evidence of analysis, creativity, comparing, assessing, etc. Written work is composed and shows evidence of skilled usage concepts, but may not be consistent.	EX: Instructions have been followed and completed with correct information and there is clear demonstration of evidence showing analysis, creativity, comparing, assessing, etc.

MTCHS late work policy will be followed. Some classwork assignments cannot be late or made up. Late work will not be accepted after 2 school days unless prior arrangements are made with the instructor.

MTCHS Employability Skills Framework

Content Standard 1: Personal Skills

1.1

Integrity

Abides by workplace/school policies and laws; demonstrates honesty and reliability

1.2

Work Ethic

Comes to work/school every day on time, is willing to take direction, and is motivated to accomplish the task at hand

1.3

Professionalism

Dresses appropriately and uses language and manners suitable to the workplace

1.4

Responsibility

Takes accountability for ones actions and decisions

1.5

Adaptability/Flexibility

Able to change to fit new and different circumstances, environments including customers and coworkers

1.6

Self-Motivation/Innovation

Contributes new ideas and works with initiative

Content Standard 2: Workplace Skills

2.1

Communication

Listens, follows directions, speaks, reads, interprets, and writes effectively within the workplace setting

2.2

Decision Making

Selects and uses various resources to analyze and resolve tasks, problems and situations

2.3

Teamwork

Contributes to the success of the team, assists others, negotiates diplomatic solutions and requests help when needed.

2.4

Multicultural Sensitivity and Awareness

Works well with all customers and coworkers through understanding multiple perspectives

2.5

Planning, Organizing, and Management

Organizes and implements a productive plan of work

2.6

Leadership

Identifies "big picture" issues and his or her role in fulfilling and motivating others to complete the mission of the workplace or project

Content Standard 3: Technical Skills Grounded in Academics

3.1

Computer and Technology Literacy

Uses computers, file management techniques, devices, services, applications, the Internet, and software/programs effectively

3.2

Job-Specific Skills

Selects and safely uses technological resources to accomplish work responsibilities in a productive manner

3.3

Safety and Health

Follows safety guidelines and manages personal health

3.4

Service Orientation

Identifies and addresses the needs of all customers; provides helpful, courteous, and knowledgeable service

3.5

Professional Development

Continually acquires new industry-related information, improves professional skills, and seeks promotion including preparing to apply for a job